DOCUMENT RESUME

ED 344 004	CE 060 714

AUTHOR	Grefsheim, Lianne; And Others
TITLE	Career Planning Curriculum for Single Parents and Displaced Homemakers. Curriculum Guide.
INSTITUTION	Wisconsin Univ., Madison. Vocational Studies Center.
SPONS AGENCY	Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE	91
NOTE	780p.
AVAILABLE FROM	Wisconsin Vocational Studies Center, University of Wisconsin, 964 Educational Sciences Bldg., 1025 West Johnson Street, Madison, WI 53706.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF05 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Career Choice; Career Development; Career Education; *Career Planning; Competence; Competency Based Education; Decision Making Skills; *Displaced Homemakers; Educational Resources; Females; Mothers; Nontraditional Occupations; *One Parent Family; Postsecondary Education; Self Actualization; *Self Concept; Self Evaluation (Individuals); Sex Fairness; *Sex Role; Sex Stereotypes; Teaching Methods; Transparencies; Womens Education
IDENTIFIERS	National Career Development Guidelines

ABSTRACT

This 72-hour curriculum is designed to meet the needs of single parents and displaced homemakers who are in the process of planning a career that will enable them to be economically self-sufficient. Nontraditional career exploration and sex-role stereotyping in career choices are addressed in the curriculum, which is based on the Adult Career Development Competencies as taken from the National Career Development Guidelines. A list of competencies and indicators and the time allotted for each is included in the curriculum. The curriculum is organized around 11 competencies that center on three areas; (1) self-knowledge (developing a positive self-concept, maintaining effective behaviors, understanding developmental changes and transitions); (2) career exploration (participating in education and training, lifelong learning, changes in male/female roles, locating and evaluating career information, and how society influences the nature and structure of work); and (3) career planning (decision making, the impact of work on individual and family life, and career transitions). The curriculum units include an overview, instructor notes, instructor resources, activities, and handouts. (KC)

****
*   Reproductions supplied by EDRS are the best that can be made   *
*   from the original document.   *
****

ED344004

Career Planning Curriculum for Single Parents and Displaced Homemakers

Developed by
Lianne Grefsheim
Associate Outreach Specialist

Assistance from
Mary Gavin
Associate Editor

Roger Lambert
Project Consultant

Barbara Dougherty
Project Director

CE060714

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

Vocational Studies Center
School of Education
University of Wisconsin-Madison

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
B Dougherty
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Curriculum Guide
1991

BEST COPY AVAILABLE

Career Planning Curriculum for Single Parents and Displaced Homemakers

The curriculum guide, *Career Planning Curriculum for Single Parents and Displaced Homemakers,* was initiated by Fran Johnson, Sex Equity Consultant, Wisconsin Board of Vocational, Technical and Adult Education and supported through the Single Parent set-aside of the Carl Perkins Vocational Education Act, P.L. 98-524.

The *Career Planning Curriculum for Single Parents and Displaced Homemakers* was researched and developed by Lianne R. Grefsheim of the Vocational Studies Center, University of Wisconsin-Madison with assistance from Mary Gavin. Barbara Dougherty, Director, Vocational Equity Resource and Technical Assistance Center, Vocational Studies Center, supervised the project.

The following individuals are commended for their contributions toward this work:

Advisory Committee Members:
Jean Henderson Gateway Technical College
Karen Showers, Blackhawk Technical College
Beth Pierce, Blackhawk Technical College
Nan Brennan, Chippewa Valley Technical College
Miki Martin-Erschnig, Waukesha Co. Technical College
Jackie Thomas, MATC-Truax Campus
Fran Johnson, Sex Equity Consultant, WBVTAE

All VTAE Single Parent/Displaced Homemaker program staff that recommended resources for inclusion to this curriculum.

Tamara Norden for her tremendous assistance in typing the curriculum.

Distribution limited to Wisconsin Technical Colleges

Copyright © 1991 by Vocational Studies Center
School of Education, University of Wisconsin-Madison

The University of Wisconsin-Madison does not discriminate on the basis of race, gender, age, creed, religion, sexual orientation, color, marital status, disability, national origin or ancestry.

Table of Contents

Preface 1

Self-Knowledge

Competency 1.0 - Skills to develop a positive self-concept.

Indicator 1.01 1-1
Indicator 1.02 1-16
Indicator 1.03 1-21
Indicator 1.04 1-46
Indicator 1.05 1-89

Competency 2.0 - Skills to maintain effective behaviors.

Indicator 2.01 2-1
Indicator 2.02 2-14
Indicator 2.03 2-37
Indicator 2.04 2-55
Indicator 2.05 2-64
Indicator 2.06 2-70

Competency 3.0 - Understanding developmental changes and transitions.

Indicator 3.01 3-1
Indicator 3.02 3-4
Indicator 3.03 3-5

Career Exploration

Competency 4.0 - Skills to enter and participate in education and training.

Indicator 4.01 4-1
Indicator 4.02 4-14
Indicator 4.03 4-26
Indicator 4.04 4-37

Competency 5.0 - Skills to participate in work and life-long learning.

Indicator 5.01 5-1
Indicator 5.02 5-80
Indicator 5.03 5-83

Competency 6.0 - Understanding the continuing changes in male/female roles.

Indicator 6.01 6-1
Indicator 6.02 6-8

Indicator 6.03..6-76
Indicator 6.04..6-100
Indicator 6.05..6-102
Indicator 6.06..6-141

Competency 7.0 - Skills to locate, evaluate and interpret career information.

Indicator 7.01..7-1
Indicator 7.02..7-26
Indicator 7.03..7-32
Indicator 7.04..7-33
Indicator 7.05..7-44
Indicator 7.06..7-66
Indicator 7.07..7-67

Competency 8.0 - How society influences the nature and structure of work.

Indicator 8.01..8-1
Indicator 8.02..8-4
Indicator 8.03..8-14
Indicator 8.04..8-15

Career Planning

Competency 9.0 - Skills to make decisions.

Indicator 9.01..9-1
Indicator 9.02..9-12
Indicator 9.03..9-26
Indicator 9.04..9-27
Indicator 9.05..9-28
Indicator 9.06..9-33

Competency 10.0 - Understanding the impact of work on individual and family life.

Indicator 10.01..10-1
Indicator 10.02..10-4
Indicator 10.03..10-5
Indicator 10.04..10-7

Competency 11.0 - Skills to make career transitions.

Indicator 11.01..11-1
Indicator 11.02..11-17
Indicator 11.03..11-18
Indicator 11.04..11-48

Introduction

Single parents and displaced homemakers who become the sole income support for a household, need assistance in choosing a career which will provide sufficient income. In addition, adequate preparation is necessary to assure that they are successful in the training program for their chosen career. Special emphasis must be placed on exploring nontraditional and technical careers which pay the highest median wage upon graduation. These are all key components of the *Career Planning Curriculum for Single Parents/Displaced Homemakers* .

Using past program experience, as well as successful models from other states, a new program for single parents and displaced homemakers has been designed to meet the expectations of the new Vocational and Applied Technology Education Act. The program focuses upon intensive career planning and preparatory services to enroll a participant full time in a vocational education program that will provide the skills to obtain employment at a wage sufficient to support the individual's household.

Audience

The participants are single parents and displaced homemakers interested in an education program and are willing to make a long-time commitment in choosing the right program, as well as preparing to succeed.

Curriculum Length

This 72 hour curriculum is designed to meet the needs of single parents/displaced homemakers in the process of planning a career that will enable them to be economically self-sufficient. Nontraditional career exploration and sex-role stereotyping in career choices will be addressed in 18 hours of the curriculum.

Curriculum Competencies and Indicators and Time Allotments

This curriculum has been based on the Adult Career Development Competencies as taken from the National Career Development Guidelines. A list of competencies and indicators and the time allocated for each is found below. Those indicators which address nontraditional career issues are italicized but appear on gold paper in the curriculum itself.

Self-Knowledge
(Competencies 1.0 - 3.0)

Competency 1.0	**Skills to develop a positive self concept**	**Total Time 7 hours**
		Time (hours)
Indicator 1.01	Demonstrate a positive self-concept	1
1.02	Identify achievements related to work, learning, and leisure and their influence on self-concept.	1
1.03	*Define gender bias and sex-role stereotyping and its affect on self-concept.*	2
1.04	Identify skills, abilities, interests, experiences, values, and personality traits and their influence on career decisions.	2
1.05	Demonstrate a realistic understanding of self.	1

Competency 2.0	**Skills to maintain effective behaviors.**	**Total Time 11 hours**
		Time (hours)
Indicator 2.01	Demonstrate appropriate interpersonal skills in expressing feelings and ideas.	2
2.02	Identify symptoms of stress.	2
2.03	*Demonstrate skills to overcome self-defeating behaviors.*	3
2.04	Demonstrate skills in handling conflict and emotions.	1
2.05	Demonstrate skills in identifying support and networking arrangements (including role models).	1
2.06	Demonstrate skills to manage financial resources.	2

Competency 3.0	**Understanding developmental changes and transitions.**	**Total Time 4 hours**
		Time (hours)
Indicator 3.01	Describe how personal motivations and aspirations may change over time.	2
3.02	Describe physical changes that occur with age and adapt work performance to accommodate these.	1
3.03	Identify external events (e.g., job loss, job transfer) that require life changes.	1

Career Exploration
(Competencies 4.0 - 8.0)

Competency 4.0	**Skills to enter and participate in education and training.**	**Total Time 8 hours**
		Time (hours)
Indicator 4.01	Describe short- and long-range plans to achieve career goals through appropriate educational paths	1
4.02	Identify information that describes educational opportunities (e.g., job training programs, employer-sponsored training, graduate and professional study).	2
4.03	Identify strategies to overcome personal barriers to education and training.	3
4.04	Describe community resources to support education and training (e.g., child care, public transportation, public health services, mental health services, welfare benefits).	2

Competency 5.0	**Skills to participate in work and life-long learning.**	**Total Time 5 hours**
		Time (hours)
Indicator 5.01	*Demonstrate confidence in the ability to achieve learning activities (e.g., studying, taking tests).*	2
5.02	Describe how educational achievements and life experiences relate to occupational opportunities.	2
5.03	Describe organizational resources to support education and training (e.g., remedial classes, counseling, tuition support).	1

Competency 6.0	**Understanding the continuing changes in male/female roles.**	**Total Time 8 hours**
		Time (hours)
Indicator *6.01*	*Describe recent changes in gender norms and attitudes.*	1
6.02	*Describe trends in the gender composition of the labor force and assess implications for one's own career plans.*	2
6.03	*Identify disadvantages of stereotyping occupations.*	1

6.04	*Demonstrate behaviors, attitudes, and skills that work to eliminate stereotyping in education, family, and occupational environments.*	1
6.05	*Identify legalities of the workplace (affirmative action, sexual harassment, etc.).*	1
6.06	*Explore nontraditional careers.*	2

Competency 7.0	**Skills to locate, evaluate and interpret career information.**	**Total Time 9 hours**
		Time (hours)
Indicator 7.01	Identify and utilize career information resources (e.g., computerized career information systems, print and media materials, mentors).	3
7.02	Describe information related to self-assessment, career planning, occupations, prospective employers, organizational structures, and employer expectations.	2
7.03	Describe the uses and limitations of occupational outlook information.	1/2
7.04	*Identify the diverse job opportunities available to an individual with a given set of occupational skills.*	1
7.05	Identify opportunities available through self-employment.	1
7.06	Identify factors that contribute to misinformation about occupations.	1/2
7.07	*Describe information about specific employers and hiring practices.*	1

Competency 8.0	**How society influences the nature and structure of work.**	**Total Time 3 1/2 hours**
		Time (hours)
Indicator 8.01	Describe the importance of work as it affects values and life style.	1
8.02	Describe how society's needs and functions affect occupational supply and demand.	1
8.03	Describe occupational, industrial, and technological trends as they relate to training programs and employment opportunities.	1
8.04	Demonstrate an understanding of the global economy and how it affects the individual.	1/2

Career Planning
(Competencies 9.0-11.0)

Competency 9.0	**Skills to make decisions.**	**Total Time 6 hours**
		Time (hours)
Indicator 9.01	Describe personal criteria for making decisions about education, training, and career goals.	1
9.02	Demonstrate skills to assess occupational opportunities in terms of advancement, management styles, work environment, benefits and other conditions of employment.	1
9.03	Describe the effects of education, work, and family decisions on individual career decisions.	1
9.04	Identify personal and environmental conditions that affect decision-making.	1
9.05	Demonstrate effective career decision-making skills.	1
9.06	Describe potential consequences of decisions.	1

Competency 10.0	**Understanding the impact of work on individual and family life.**	**Total Time 4 hours**
		Time (hours)
Indicator 10.01	Describe how family and leisure functions affect occupational roles and decisions.	1
10.02	Determine effects of individual and family developmental stages on one's career.	1 1/2
10.03	Describe how work, family, and leisure activities interrelate.	1/2
10.04	Describe strategies for negotiating work, family and leisure demands with family members (e.g., assertiveness and time management skills).	1

Competency 11.0	**Skills to make career transitions.**	**Total Time 6 1/2 hours**
		Time (hours)
Indicator 11.01	*Identify transition activities (e.g., reassessment of current position, occupational changes) as a normal aspect of career development.*	1
11.02	Describe strategies to use during transitions (e.g., networks, stress management).	1/2

11.03	Describe skills needed for self-employment (e.g., developing a business plan, determining marketing strategies, developing sources of capital).	1
11.04	Develop an individual career plan, updating information from earlier plans and including short- and long-range decisions.	4

Curriculum Components

These instructor notes have been developed as a flexible tool for teaching. They include information necessary for implementing this curriculum, including instructions for conducting class activities, discussions, WCIS materials, background information for instructors, handouts, and the use of audio visuals.

Each indicator includes the following components which will be discussed below in more detail: Overview, Instructor Notes, Instructor Resource, Activity, and Handout.

Overview

At the beginning of each competency is a general overview of the content included for that particular competency. Within each indicator there is also a detailed overview which lists the intent of the indicator, time allocation, content, instructional strategies, and instructional resources.

The *time section* lists a recommendation for time to be allocated to teach the specific indicator. This may vary according to the needs of the participants in your program.

The *content section* highlights the content of a particular instructional strategy or instructional resource.

The *instructional strategies section* includes the type of activity being suggested to teach the specific content. The strategies could include: instructor notes, instructor resource, handout, activity, roleplay, panel, speaker(s), discussion, etc. These will be discussed in more detail below.

The *instructional resource section* lists the title of the instructor notes, instructor resource, activity, handout, or section of a workbook. There are usually more instructional resources than time allows thus enabling the instructor to make a choice of which materials will work best for participants in their program.

Instructor Notes

This component will provide the instructor with background information for the lecture/discussion on a particular topic. The text is written in the right-hand column thus allowing the instructor to jot notes for future reference in the left-hand column.

Instructor Resource

Instructor Resources have been included as further background information or reference material for the instructor. These may be given to the participants if the instructor feels the information is relevant.

Handouts

Some information may be presented to participants on handouts. Discussions may be centered around this information.

Activity Sheets

In order to provide the participants with practical experience with the subject material, a variety of classroom activities have been included in the curriculum guide. There are several things you can do as an instructor to get the most out of these activities.

Introduce the activity in this order:

1. Describe the activity briefly.
2. Explain how the activity relates to the indicator for a particular competency.
3. Give the time limits.
4. Give instructions clearly.
5. Hand out the instructional materials only after you have given the instructions.
6. Pause for questions about the instructions.
7. Tell participants when to start.
8. Do not interrupt once the activity has begun.

Monitor the activity:

1. Circulate in the classroom to gauge how the participants are progressing.
2. Answer questions individually.
3. Announce the time remaining near the end of the activity.
4. If extra time is an option, ask, "Who needs more time?" Refrain from asking, "Is everyone finished?"

Debrief the activity with the entire group:

1. With participant contributions, summarize the learning points from the activity.
2. Relate these points to the original objective for the activity.
3. Discuss issues that need more clarification.
4. Provide a linking statement for a smooth transition into the next topic or activity.

Classroom Discussions

Discussions can be a useful tool for encouraging active involvement which may be utilized throughout the course. Some strategies to handling a discussion are as follows:

Introduce the discussion by setting the scene and stating the objectives:

- What is the purpose of the discussion?
- Why is it important for them?
- What will they get out it?

Start the discussion by using one of the following ways:

- Describe a situation and ask participants how they would handle it.
- Set up a hypothetical situation and give the group a choice of action, neither of which is acceptable. A reasonable third alternative will result while debating the pros and cons of each.
- Ask a question directed at the entire group to kick off the discussion without threatening anyone in particular.

Maintain the discussion once it gets started:

- Guide, don't dominate, the group. Avoid talking too much or interrupting participants when they are talking. Questions asked of you by other participants should be redirected whenever possible.

- Wait before giving participants the correct answer; allow time for them to think. More effective learning will take place this way then if you provide them with the answers.

- Be flexible when participants get off the track, but if they get too far for too long bring them back to the topic through normal conversation.

- Avoid making judgmental statements about participants or their viewpoint.

- Use a variety of questions to keep the discussion going, provide participants feedback, and encourage those not participating to join the discussion.

Summarize the discussion:

It is important to summarize a discussion to review and to reinforce the important learning points. Some summarizing techniques are:

- Keep the summary short.
- Relate the most important learning points back to the purpose.
- If additional points need to be made, do this before the summary. Note that this is a summary of what *was* said, not what you *wish* was said.
- If you expect participants to summarize, let them know at the beginning so they have an adequate opportunity to do it well.

Referenced Material

Workbooks, computer software, and videos which have been referenced throughout the curriculum include:

Workbooks from Publishers:

Changes: A woman's journal for self-awareness and personal planning
Advocacy Press, P.O. Box 236, Santa Barbara, California 93102
(Identified as Changes under the Instructor Resource section on the Overview sheet)

Career choices
Able Publishing, 3463 State Street, Suite 219A, Santa Barbara, CA 93105 or call 805-967-8015

Challenges: A young man's journal for self-awareness and personal planning
Advocacy Press, P.O. Box 236, Santa Barbara, California 93102
(Identified as Challenges under the Instructor Resource section on the Overview sheet)

A practical guide for job-hunters & career -changers: What color is your parachute?
Ten Speed Press, P.O. Box 7123, Berkeley, CA 94707
(Identified as What color is your parachute? under the Instructor Resources section on the Overview sheet)

Coming alive from nine to five: The career search handbook
Mayfield Publishers, 1240 Villa Street, Mountain View, CA 94041
(Identified as Coming alive from nine to five under the Instructor Resource section on the Overview sheet)

Wisconsin Career Information System Materials

The Wisconsin Career Information System provides a comprehensive array of participant, instructor, and counselor materials, resources, computer programs and other informational products designed to meet the career development needs of adults. A brief description of the materials and programs which address the specific needs for this curriculum are listed below:

Print Materials for Participant Use:

Occupations handbook contains information on over 750 occupations. The descriptions include: activities and duties involved, related education and training programs, method of entry, advancement opportunities, advantages/disadvantages, along with state and national outlook and salary information.

Occupations digest is an abridged version of the Occupations Handbook and is ideal for individuals with lower reading skills. It is written at the fifth grade level, and includes occupational descriptions, worker likes/dislikes, job entry and advancement information, starting salaries, and general outlook information for Wisconsin.

Prep senior is a workbook to help participants develop an understanding about themselves and the world of work. It is intended for use before and after Scan or Career scan.

Scan is a paper and pencil search instrument to help participants identify occupations that relate to their interests, values, and aspirations. After using Scan, participants are referred to the Occupations Handbook.

Going to work is for participants who intend to go into the world of work rather than pursuing more formal education. The workbook will help the individual to learn critical job-seeking skills as well as job-keeping skills.

Financial aid workbook is for participants intending to pursue postsecondary education at any level. Published in December, it contains current information on the major federal and state financial aid programs.

Career options planner (adult) is a record folder for participants designed to provide an organized method of keeping track of career exploration and career decision-making activities.

Wisconsin works is a career opportunities guide containing information on Job Service, JTPA, Military, Conservation Corp, Apprenticeships, Vocational Rehabilitation, Literacy, High School Equivalency, VTAE System, UW-System, Secondary Vocational Education, Financial Aid, Libraries, and basic Labor Market Information.

Teacher Resource Materials:

WCIS crosswalks is a booklet which relates WCIS occupational titles to the outcomes achieved on various interest inventories or test batteries. Crosswalks to the following instruments are included in the booklet: OVIS II - Ohio Vocational Interest Scales; IDEAS - Interest, Determination, Exploration, Assessment System; COPS - California Occupational Preference System Interest Inventory; KUDER Interest Inventory; as well as several Holland Themes instruments.

Floppy Disk Software:

Make a better buck approaches career development from the standpoint of economic need and then addresses career education and planning from the perspective of meeting the economic needs identified. The program includes a budget exercise, and optional child care exercise, a career selection component, and a career planning component. It contains a strong emphasis on nontraditional career selection and higher wage occupations.

Career selector assists in identifying tentative career choices. It is designed for participants having adequate awareness of their career interests and preferences. The program encourages use of different combinations of occupational characteristics in an occupational search. The Career selector workbook can be used with this program.

College selector identifies colleges that possess selected descriptive characteristics. Results encourage participants to try different combinations of descriptive characteristics to assist in their college selection.

Financial aid scan is an analysis program to help participants understand and prepare the standard financial aid application. It computes the Pell Grant Index based on information supplied by the user. This program is updated and delivered as soon as possible based on receipt of legislation information necessary to update the program.

Career skills is a powerful analytic and career assessment program which is particularly useful for people with job experience. The program allows a user to select 35 skills to use in an occupation. It then matches the set of skills to a data base of over 450 occupations. A WCIS index must be available for use with the program.

Computer Support Print Materials:

WCIS index lists all of the occupational characteristics and item numbers used in the Hard Drive Software systems, as well as access codes for use with College Selector, Career Skills, and Job Hunters' Scan.

Career selector workbook helps participants prepare to use the Career selector software.

Career skills workbook contains activities to help individuals prepare to use the Career skills software.

For further information, contact: Wisconsin Career Information System, 1078 Educational Sciences Unit I, 1025 West Johnson Street, Madison, WI 53706 or call 1-800-442-4612.

Vocational Studies Center Materials

Print Materials:

Exploring new worlds: Trades and technical occupations for women is a workbook for women encouraging them to explore alternative career choices.

Changing roles of men and women is a curriculum guide covering gender bias, equity in the workplace and sex role stereotyping.

Videos:

Stepping out, stepping in addresses both the woman contemplating a nontraditional career and the facilitator wishing to guide and support her efforts.

For further information, contact the Vocational Studies Center, 964 Educational Sciences Building, 1025 West Johnson Street, Madison, WI 53706 or call 608-263-2929.

Audiovisuals

Here are some tips for using audiovisuals effectively:

Overhead transparencies

- Make sure the entire image is on the screen.
- Face the audience at all times (not the screen).
- Turn off the projector when it is not being used.
- Make sure the transparency is on the projector straight, not cockeyed.

Flipcharts

Flipcharts can be created on the spot or in advance. They are an effective tool for capturing discussion points and participant responses which may be posted and referred to later.

- Use every other sheet so that the writing does not bleed through.
- Use colors for emphasis.
- Write down key words and phrases which accurately reflect the intended meaning.
- Make all your letters at least 2" tall.
- Hang up charts that are referred to a number of times.
- While writing, keep your face turned, in profile, toward the class.
- Write notes lightly in pencil in the upper corner if necessary.
- Use pictures and symbols to avoid using too many words.

Chalkboard

- Use for writing things that do not need to refer to later.
- Write legibly.
- Use to capture participant responses.

Competency 1.0
Overview

People's self-concept or self-image is the set of beliefs they hold about themselves. Self-esteem is a measure of how well individuals like and approve of themselves. The extent to which individuals value the characteristics that make them unique, in large part determines what risks those individuals are willing to take, whether on a personal or professional level. In recent years, society has begun to understand the role self-esteem plays in the lives of successful individuals, and how it's lack can handicap others in their endeavors.

This competency establishes positive self-concept as a key factor in working with anyone facing the frustration of entering today's competitive job market, but especially with single parents or displaced homemakers. Participants completing Competency 1.0: Skills to Develop a Positive Self-Concept will be able to:

1.01: Demonstrate a positive self-concept.
1.02: Identify achievements related to work, learning, and leisure and their influence on self-perception.
1.03: Define gender bias and sex-role stereotyping and its affect on self-concept.
1.04: Identify skills, abilities, interests, experiences, values, and personality traits and their influence on career decisions.
1.05: Demonstrate a realistic understanding of self.

For many years, a male-dominated culture has oppressed women and limited their development of self-esteem, both as individuals and as a group. Although women's rights and equal opportunity legislation has alleviated this injustice to some degree, other forms remain which stem from unexamined and unchallenged attitudes and beliefs.

In many respects, women have fewer rights today than their forebears in that while they can get jobs, the jobs pay low wages, and women still bear responsibility for maintaining a stable home. In addition, women who have been partially or completely dependent on men for their financial well-being find themselves in stressful, precarious positions when those men are no longer parts of their households. They need the motivation a positive self-concept can bring to set occupational goals and see them through.

Young men and women need to explore gender equity issues so they may counteract the powerful, limiting biases they routinely face. Understanding how sex-stereotyped values limit their futures will enable individuals to make better decisions as they more accurately perceive their options and the risks involved in exercising those options. Because women who choose nontraditional careers are especially vulnerable to others' gender biases, they must face and overcome such prejudices to succeed.

This competency addresses positive self-concept in the context of career planning, exploration, and decision making for those individuals who may not know what career they wish to pursue, or for those who begin their search without the skills employers seek when recruiting employees. The activities chosen for this competency will help participants define core beliefs, values, skills, interests, experiences and personality traits basic to developing a career plan.

Once participants begin to appreciate their own character traits and achievements, they will develop a sense of self-esteem. This new self-concept should, in turn, positively manifest itself in the participants' behavior and spur greater motivation for career development.

Based on materials from:

Donovan, M.E., & Sanford, L.T. (1986). Women and self-esteem: Understanding and improving the way we think and feel about ourselves. New York: Penguin Books.

Women's Bureau, U.S. Department of Labor (1984). Women in Nontraditional Careers: Curriculum Guide. Washington, D.C.: For sale by the Superintendent of Documents, U.S. Government Printing Office.

Competency 1.0

Skills to develop a positive self-concept

Indicator 1.01

Demonstrate a positive self-concept.

Indicator 1.01: Students will be able to demonstrate a positive self-concept.

Time: One hour

Content	Instructional Strategies	Instructional Resources
Define self-concept and self-esteem.	Instructor Notes	Self-Esteem
Self-esteem assessment.	Activity	Barksdale's Self-Esteem Evaluation No. 69
		Eight Ways to Boost Your Self-Esteem
	Handout	Defining Self-Image
Strategies for rebuilding self-image	Handout	11 Steps to Rebuilding One's Self-Image
Definition of affirmations and how to use them to build one's self-esteem.	Instructor Notes, lecture/discussion	Affirmations
Sample affirmations.	Discussion and brainstorm session to identify affirmations. Record on flipchart to post.	Flipchart
Affirmations	Handout	Affirmations for Building Self-Esteem
	Activity	Personal Victory List

Page 2 of Indicator 1.01: Students will be able to demonstrate a positive self-concept.

Content	Instructional Strategies	Instructional Resources
Personal strengths: Acknowledging participants' personal strengths and accepting what others see as strengths.	Activity	Acknowledging Personal Strengths
	View video(s): Follow-up discussion of video.	Recommended Videos: • Self-esteem for adults Greystone Educational Materials, Midwest P.O. Box 529 Stillwater, MN 55082
Recommended list of additional print and nonprint resources on building self-esteem.	Instructor Resource	Additional Resources

Self-Esteem

Our self-concept or self-image is the "set of beliefs we have about ourselves. The picture you have of yourself influences the way you:

- treat yourself
- treat others
- others treat you

The degree to which one likes or approves of one's self-concept is the "grade" one gives oneself or personal assessment of one's self-image. Self-esteem is based on one's individual sense of being capable and lovable.

None of us are born with an intact self-concept or self-esteem. The basic ideas we have about ourselves are acquired from two main sources: how others treat us and what they tell us about ourselves.

- In infancy, the amount of affection, food, touching, physical care and warmth we receive convey a non-verbal aspect of love and worthiness.

- With the development of language, what others tell us about ourselves adds to developing one's self-concept.

- Away from the influence of home, one learns basic ideas about who we are, and also about who we should be; our "perceived" self vs. our "ideal" self.

The distance between perceived self and ideal self is one way to measure our self-esteem.

The status of women in our society today adds an additional handicap to the development of self-esteem in women. Prior to the advent of women's rights and equal opportunity legislation, women were externally oppressed by a male-dominated culture and society. Although legislation has alleviated external oppression to some degree, what remains is a form of internal oppression fortified by unexamined and unchallenged attitudes and beliefs.

Barksdale Self-Esteem Evaluation No. 69

Directions: This Self-Esteem Evaluation measures your current level of Self-Esteem, your Self-Esteem Index (SEI), and serves as a gauge of your progress in achieving SOUND Self-Esteem. It is important to clearly understand all statements and be completely honest in your scoring if you are to obtain a valid SEI. It is essential that you answer these statements according to how you actually FEEL or BEHAVE, instead of how you THINK you "should" feel or behave.

Score as follows (each score shows how true OR the amount of time you believe that statement is true for YOU):

0 = not at all true for me
1 = somewhat true OR true only part of the time
2 = fairly true OR true about half of the time
3 = mainly true OR true most of the time
4 = true all the time

SCORE SELF-ESTEEM STATEMENTS

______ 1. I don't feel anyone else is better than I am.
______ 2. I am free of shame, blame and guilt.
______ 3. I am a happy, carefree person.
______ 4. I have no need to prove I am as good as or better than others.
______ 5. I do not have a strong need for people's attention and approval.
______ 6. Losing does not upset me or make me feel "less than" others.
______ 7. I feel warm and friendly toward myself.
______ 8. I do not feel others are better than I am because they can do things better, have more money, or are more popular.
______ 9. I am at ease with strangers and make friends easily.
______ 10. I speak up for my own ideas, likes and dislikes.
______ 11. I am not hurt by others' opinions or attitudes.
______ 12. I do not need praise to feel good about myself.
______ 13. I feel good about others' good luck and winning.
______ 14. I do not find fault with my family, friends or others.
______ 15. I do not feel I must always please others.
______ 16. I am open and honest and not afraid of letting people see my real self.
______ 17. I am friendly, thoughtful and generous toward others.
______ 18. I do not blame others for my problems and mistakes.
______ 19. I enjoy being alone with myself.
______ 20. I accept compliments and gifts without feeling uncomfortable or needing to give something in return.
______ 21. I admit my mistakes and defeats without feeling ashamed or "less than."
______ 22. I feel no need to defend what I think, say or do.
______ 23. I do not need others to agree with me or tell me I'm right.
______ 24. I do not brag about myself, what I have done, or what my family has or does.
______ 25. I do not feel "put down" when criticized by my friends or others.

TO FIND YOUR SELF-ESTEEM INDEX (SEI), simply add scores of all Self-Esteem Statements. The possible ranges of your Self-Esteem Index is from 0 to 100. Sound Self-Esteem is indicated by an SEI of 95 or more. Experience shows that any score under 90 is a disadvantage, a score of 75 or less is a serious handicap, and an SEI of 50 or less indicates a really crippling lack of Self-Esteem.

Copyright © 1974 by Lilburn S. Barksdale and reprinted with written permission of the publisher and copyright holder, The Barksdale Foundation, P.O. Box 187, Idyllwild, CA 92349

Eight Ways to Boost Your Self-Esteem

- Learn something new every day.
- Do whatever it takes to make you feel sure of yourself.
- Cultivate people who give you a feeling of importance.
- Put out of your life anybody who puts you down.
- Do something every day that you do extraordinarily well.
- Concentrate on the things you like about yourself.
- If you can change the things about yourself that bother you, do it -- immediately!
- Always remember that the people around you who seem so controlled and even smug could be fighting back pure panic.

Reprinted from Jo Foxworth, *Boss Lady's Arrival and Survival*, 1986, by permission of Warner Books, Inc., New York.

Defining Self-Image

Directions: Answer each question with your true feelings. If you have given an answer that you do not want shared with the group, please mark that question with an "X" before the number.

#1	#2	
______	______	1. Do people praise you very often?
______	______	2. Do you often feel discouraged?
______	______	3. Do people often ask you to help them?
______	______	4. Do people think you are a good sport?
______	______	5. Can you do some things better than most people can?
______	______	6. Are you happy most of the time?
______	______	7. Do you often wish people would just leave you alone?
______	______	8. Do you think you will be able to get ahead in this world?
______	______	9. Who is the greatest person in this world?
______	______	10. Do you often feel lonely?
______	______	11. Do people often expect too much of you?
______	______	12. Do you have more troubles than most people?
______	______	13. Are people generally interested in what you do?
______	______	14. Are most people friendly?
______	______	15. Do you worry an awful lot?
______	______	16. Do people think you cannot do things well?
______	______	17. Do people notice when you do good work?
______	______	18. Do you find it easy to talk to a group of people?

19. What do you like best about yourself?

20. What is the best thing you ever did?

Reprinted from *Focus on the Future*, 1987, by permission of Minnesota Curriculum Services Center, Little Canada, Minnesota.

11 Steps to Rebuilding One's Self-Image

Step One:	Make a decision to change.
Step Two:	Change the way you look at yourself.
Step Three:	Say positive things about yourself aloud to others.
Step Four:	Re-examine your relationships with others, and make changes which will help you break destructive patterns and develop the "new" you.
Step Five:	Get rid of the negative self-thoughts in your head.
Step Six:	Write positive notes to yourself and pin them up around the house.
Step Seven:	Open yourself up to hearing positive comments from others.
Step Eight:	Make a specific change in your behavior.
Step Nine:	Give and get more hugs.
Step Ten:	Work hard at meaningful communication with another person.
Step Eleven:	Choose to enter into a therapeutic relationship in order to enhance your self-concept.

From REBUILDING: WHEN YOUR RELATIONSHIP ENDS © 1981 by Bruce Fisher. Reproduced for the Vocational Studies Center, University of Wisconsin-Madison by permission of Impact Publishers, Inc., P.O. Box 1094, San Luis Obispo, California, 93406. Further reproduction prohibited.

Affirmations

Self-image reflects the continual conversations we have with ourselves as we constantly judge and interpret our own experiences. The impact of these conversations on our own self-image is powerful because our vivid imaginations interpret and store experiences and feelings in our minds as REALITY.

Consequently, criticisms may be recorded as true information on our subconscious level. For example, if someone is called "lazy," this makes an original print in this person's mind. Everytime that experience of being called "lazy" is recalled it is as if it happened all over again.

The result is that once an imagined experience is recorded as real, we are stuck with it until we decide to displace it. It is possible to use positive imagination to visualize a new picture of yourself and bring about the desired changes. All meaningful and lasting changes start first in our imagination and then work their way into reality.

Affirmations, or "positive self-talk," are the best way to maintain or build up self-esteem. Affirmations deliberately lock out negative put-downs by displacing negative attitudes with new success attitudes.

Affirmations for Building Self-Esteem

Directions: Read through the following affirmations and check those that you can identify with on the line provided.

______ • I am kind, compassionate and patient with myself.
______ • I am optimistic about life; I look forward to and enjoy new challenges to my awareness.
______ • I am my own expert, and I allow others the same privilege.
______ • I express my ideas easily, and I know others respect my point of view.
______ • I am aware of my value system and confident of the decisions I make based on my current awareness.
______ • I have a positive expectancy of reaching my goals, and I bounce back quickly from temporary setbacks.
______ • I accept compliments easily and share my successes with others who have contributed to them.
______ • I feel warm and loving toward myself, for I am a unique and precious being, ever doing the best my awareness permits, ever growing in wisdom and love.
______ • I am actively in charge of my life and direct it in constructive channels. My primary responsibility is for my own growth and well-being.
______ • I am my own authority, and I am not affected by negative opinions or attitudes of others.
______ • It is not what happens to me, but how I handle it, that determines my emotional well-being.
______ • I am a success to the degree that I feel accepting of myself.
______ • No one in the entire world is more or less worthy, more or less important, than I am.
______ • I count my blessings and rejoice in my growing awareness.
______ • I am an action person; I do first things first and one thing at a time.

Reprinted from *Career Smart: Curriculum Guide for Making Smart & Healthy Decisions,* April, 1987, by permission of Minnesota Curriculum Services Center, Little Canada, Minnesota.

Personal Victory List

Directions: In the space provided below, write two to five affirmations that are unique to you.

1. ______________________________.

2. ______________________________.

3. ______________________________.

4. ______________________________.

5. ______________________________.

Reprinted from *Career Smart: Curriculum Guide for Making Smart & Healthy Decisions,* April, 1987, by permission of Minnesota Curriculum Services Center, Little Canada, Minnesota.

Activity: **Acknowledging Personal Strengths**

Time: 45 minutes.

Materials: Sheets of paper folded down the center.
Pencils.

Procedure:

- Distribute sheets of paper and ask participants to list the strengths they see in themselves on one side of the paper and to write their name on the top of the other side.
- Ask participants to pass their sheets around in a circle so that each participant can write down the strengths she has observed in the woman whose name appears at the top of the sheet.
- After all the sheets have gone around the circle and returned to their owners, participants then individually acknowledge aloud the strengths recorded on their sheets.
- Discuss what may be keeping participants from using their strengths and what fantasies they have about their own futures.

From Teresa D. LaFromboise, Circles of Women: Professional Skills Training with American Indian Women (Newton, Mass.: WEEA Publishing Center/EDC, 1989), p. 39.

Additional Resources

Print

Alexander, Joe. A winner's handbook. (1978). Los Angeles: Price/Stern/Sloan Publishers, Inc.

Beattie, Melody. Codependent no more - beyond codependency. (1989). Harper Row.

Fisher, Bruce. Rebuilding when your relationship ends. (1983). San Luis Obispo, California: Impact Publishers.

Helmstetter, Shad Dr. (1987). The self-talk solution. Greystone Educational Materials. 1-800-733-0671.

Powell, John. Why am I afraid to tell you who I am. Greystone Educational Materials. 1-800-733-0671.

Satir, Virginia. (1976). Making contact. Millbrae, California: Celestial Arts.

Ibid. (1988). New peoplemaking. (2nd edition). Millbrae, California: Celestial Arts.

Ibid. (1975). Self-esteem: A declaration. Millbrae, California: Celestial Arts.

Schaef, Ann W. (1986). Womens' reality: An emerging female system in the white male society. Harper Row.

Tscherhart, Sanford, Donovan, Linda and Mary Ellen. (1984). Women & self esteem. Garden City, New York: Anchor Press/Double Day.

Zevin, Dale. Enhancing self-esteem. Greystone Educational Materials.

Additional Resources

Non-Print

Self-Esteem for Adults. (set of 4 videos, 45 minutes each) Marilyn Grosboll's Series for Adults recorded live during her Self-Esteem Seminar. Greystone Educational Materials, Midwest, P. O. Box 529, Stillwater, MN 55082.

Tape 1: Self Acceptance: Key to Self-Esteem.
Examines how we often sabotage ourselves, and shows what we can do to exercise our right to feel good about ourselves no matter what our past or present circumstances.

Tape 2 - You're in Charge of Your Life: Believe it or Not
Presents challenging insights about choices: We always have a choice... sometimes we just don't like or enjoy our options.

Tape 3 - The Choice Is Yours: Accept or Resist
Discover how you can always experience peace of mind when you allow "what is" to be exactly as it is right now - even though you may not like, condone, approve of, or agree with the specific situation.

Tape 4 - Your Present Thinking Creates Future Events
Our experience of the future is not determined by what others do or by circumstances beyond our control. Creating change in our lives starts with self-honesty - telling the truth about ourselves to ourselves.

Competency 1.0

Skills to develop a positive self-concept

Indicator 1.02

Identify achievements related to work, learning, and leisure and their influence on self-perception.

Indicator 1.02: Students will be able to identify achievements related to work, learning, and leisure and their influence on self-perception.

Time: One hour

Content	Instructional Strategies	Instructional Resources
Personal achievements	Activity	Things I Am Proud Of...
Personal strengths	Activity	My Winning Strengths
Personal acheivements	Activity	Personal Achievements
	View video	**Recommended Videos:** You pack your own chute, Ramic Productions P.O. Box 7530 Newport Beach, CA 92658 (714-640-9115)
		WCIS Resources: • Scan • Prep Sr

Things I Am Proud of ...

Directions: Cut these questions apart and place in a container. Ask each participant to draw a question and answer it honestly.

What is something you are proud of that you can do on your own?

What is a new skill that you have learned recently?

What difficult task have you completed recently?

What is a family tradition that you are very proud of?

Describe something you've made with your own hands.

Describe a time when you made a good bargain.

What is a dangerous thing that you tried and at which you succeeded?

What is something that you have done to add to the beauty of this world?

How have you used your brain lately in a way that you are particularly fond of?

What problem have you dealt with successfully lately?

How have you reached out to someone lately?

What physical feat have you accomplished lately?

How have you shown responsibility and dependability lately?

Reprinted from *Women in Nontraditional Careers (WINC): Curriculum Guide*, 1984, U.S. Department of Labor, Office of the Secretary, Women's Bureau.

My Winning Strengths

Directions:

Step 1: Put a check beside each word or phrase that describes you, whether it is all of the time or just part of the time. If you have difficulty seeing positive descriptions of yourself, imagine a close friend describing you.

Step 2: After checking your strength words, look at the number that goes with each word. Make a tally mark on the tally list on page 2 for each time you checked a word for that given number.

Strength Word List

13	busy
3	kind
9	artistic
4	careful
13	convincing
3	friendly
9	gentle
4	loyal
5	distinctive
11	perfectionist
8	self-determined
16	pursuing
5	dignified
11	ambitious
8	individualistic
16	steadfast
5	poised
11	competent
14	considerate
10	fulfilled
15	likes new ideas
15	open-minded
1	talented
1	witty
6	systematic
12	trust-worthy
8	strong-willed
16	motivated
5	admirable
11	disciplined
8	self-reliant
16	persistent
6	neat
12	caring
2	thinker
1	clever
6	exact
2	well-informed
1	creative
6	orderly
12	outgoing
2	searching
1	original
7	fair-minded
5	respected
15	flexible
7	manager
7	forceful
2	inquiring
2	intelligent
12	encouraging
1	imaginative
7	organizer
14	tactful
10	committed
15	spontaneous
7	commanding
14	tolerant
10	goal-directed
15	progressive
5	sharp
11	capable
8	certain
5	looked up to
11	dedicated
8	courageous
16	consistent
5	honorable
11	productive
8	determined
7	planner
11	efficient
14	cooperative
14	dependable
12	comforting
12	sociable
2	curious
15	adaptable
8	confident
16	tireless
13	industrious
3	thoughtful
9	expressive
4	settled
13	persuasive
3	affectionate
9	graceful
4	reliable
7	leader
10	growing
14	eager
15	active
13	influential
3	giving
9	appreciative
10	growing
14	unselfish
10	self-aware
10	self-directed
10	adjusted
6	predictable
6	practical
1	unique
6	precise

Reprinted with permission of Steven R. Kravinsky, Director of Career Services, University of Arizona, Tuscon, Arizona.

My Winning Strengths
Page 2

After checking your strength words, look at the number that goes with each word. Make a tally mark on the tally list on page 2 for each time you checked a word for that given number.

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________
8. ____________
9. ____________
10. ____________
11. ____________
12. ____________
13. ____________
14. ____________
15. ____________
16. ____________

Using those numbers, convert the strengths into strength values:

1= creativity
2= knowledge
3= relating
4= security
5= prestige
6= prestige
7= leadership
8= independence
9= beauty
10= self-realization
11= achievement
12= social service
13= economic reward
14= cooperation
15= variety
16= endurance

Write the five strength values that have the highest number of marks below:

Strength Values: ____________________ ____________________

____________________ ____________________ ____________________

Personal Achievements

Directions: Make a list of 15 personal achievements which you have done. They can be from any time in your life. Some may seem silly while others may be of a more serious nature. These achievements can be those that were recognized by others, or some personal satisfactions. Let yourself go. What are you pleased to have done?

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________
11. ______________________________
12. ______________________________
13. ______________________________
14. ______________________________
15. ______________________________

Reprinted with permission of Lyn Zais, Mid-State Technical College.

Competency 1.0

Skills to develop a positive self-concept.

Indicator 1.03

Define gender bias and sex-role stereotyping and its affect on self-concept.

Indicator 1.03: Students will be able to define gender bias and sex-role stereotyping and its affect on self-concept.

Time: Two hours

Content	Instructional Strategies	Instructional Resources
Sex-Role Inventory Assessment instrument	Activity	Gender Communications Quiz
Assessment of attitudes regarding male-female characteristics	Activity for homework	Attitudes Regarding Male-Female Characteristics
Definition of terms. Sex role socialization.	Instructor Notes, overhead transparencies, discussion	Sex Roles
Question/answer about sex-role stereotyping	Activity, discussion	Suggested Questions for Discussion of Sex-Role Stereotyping
Origin of attitudes and opinions regarding sex-role stereotyping	Workbook	Attitudes and Opinions: Where Do They Come From? Changes, pp. 16-23
Criteria for determining sex-role stereotypes:	Brainstorm ideas about sex-role stereotyping seen in the media	Flipchart
Media messages	Examine media samples for homework assignment.	Newspapers, magazines

Page 2 of Indicator 1.03: Students will be able to define gender bias and sex-role stereotyping and its affect on self-concept.

Content	Instructional Strategies	Instructional Resources
Societal and cultural influences on sex-role stereotyping	Activity	Childhood Messages
Marketing influences on sex-role stereotyping		Toy Department Survey
Sex-role stereotyping and the media	Activity for homework	Television Monitoring for Sex-Role Stereotyping - Programs - Advertisements
Media influence	Workbook	What TV Tells You, Changes, pp. 24-26
	Activity for homework	Newspaper ads, magazines, other media sources.
	Instructor Resource	Guns and Dolls
Impact of stereotypes on self-esteem, personal relationships, career choices.	View video: Instruct participants what to look for in the video for follow-up	Recommended Video: • Killing Us Softly • Free to Be You and Me

Gender Communications Quiz

Directions: How much do you know about how men and women communicate with one another? The 20 items in this questionnaire are based on research conducted in classrooms, private homes, businesses, offices, hospitals--the places where people commonly work and socialize. If you think a statement is generally an accurate description of female and male communication patterns, mark it true. If you think it's not an accurate description, mark it false.

	True	**False**
1. Men talk more than women.	_____	_____
2. Men are more likely to interrupt women than they are to interrupt other men.	_____	_____
3. There are approximately ten times as many sexual terms for males as for females in the English language.	_____	_____
4. During conversations, women spend more time gazing at their partner than men do.	_____	_____
5. Nonverbal messages carry more weight than verbal messages.	_____	_____
6. Female managers communicate with more emotional openness and drama than male managers.	_____	_____
7. Men not only control the content of conversations, they also work harder in keeping conversations going.	_____	_____
8. When people hear generic words such as "mankind" and "he," they respond inclusively, indicating that the terms apply to both sexes.	_____	_____
9. Women are more likely to touch others than men are.	_____	_____
10. In classroom communications, male students receive more reprimands and criticism than female students.	_____	_____
11. Women are more likely than men to disclose information on intimate personal concerns.	_____	_____
12. Female speakers are more animated in their conversational style than are male speakers.	_____	_____
13. Women use less personal space than men.	_____	_____
14. When a male speaks, he is listened to more carefully than a female speaker, even when she makes the identical presentation.	_____	_____
15. In general, women speak in a more tentative style than do men.	_____	_____
16. Women are more likely to answer questions that are not addressed to them.	_____	_____
17. There is widespread sex segregation in schools, and it hinders effective classroom communication.	_____	_____
18. Female managers are seen by both male and female subordinates as better communicators than male managers.	_____	_____
19. In classroom communications, teachers are more likely to give verbal praise to females than to male students.	_____	_____
20. In general, men smile more often than women.	_____	_____

Reprinted from *Classroom Activities in Sex Equity for Developmental Guidance* with permission of the Wisconsin Department of Public Instruction, 125 South Webster Street, Madison, WI 53702.

Gender Communications Quiz—Answers

1. True
2. True
3. False
4. True
5. True
6. False
7. False
8. False
9. False
10. True
11. True
12. True
13. True
14. True
15. True
16. False
17. True
18. True
19. False
20. False

Scoring

18 to 20 Correct. Professor Henry Higgins has nothing on you. You are very perceptive about human communication and subtle sex differences and similarities. For you, perhaps the most important question is: Do you act on what you know? Are you able to transform your knowledge into behavior that will enhance communication for yourself and for those around you?

16 to 17 Correct. You're not ready to move into the professor's seat, but you can move to the head of the class. You know a good deal about communications and the gender gap. Continue to watch closely, read about the topic, trust your instincts, and act on your knowledge.

13 to 15 Correct. Like most people, you've picked up some information about how people communicate—but you're missing a lot, too. The next time you're in a social situation, step out of the communications flow and watch people closely. Listen to more than words. Watch who talks, how they speak, and how much. Observe those who don't talk at all; silence also carries a message. Look at people's facial expressions, their gestures, and how they move about in the space around them. As you know, nonverbal messages can tell you a lot about the conversational gender gap, about power, about who has it and who doesn't.

Fewer than 13 Correct. You've missed more than your fair share of these questions. You also may be missing important verbal and nonverbal cues about your own behavior and how to communicate effectively. Reread this quiz more carefully. Stop, look, and listen when you're with a group of people. Analyze the flow of communication. Remember you may miss your personal and professional goal if you also miss key verbal and nonverbal cues about conversational power, politics and the gender gap.

From Myra Sadker and Joyce Kaser, *The Communications Gender Gap*, Mid-Atlantic Center for Sex Equity, 5010 Wisconsin Avenue, N.W., Suite 308, Washington D.C. 20016, 1984.

Explanations of the Answers

1. **True.** Despite the stereotype, the research is consistent and clear. In classrooms, in offices, in group discussions, in two-person conversations, men talk more than their fair share of the time. For example, in one experiment male and female subjects were asked to describe pictures and engravings. The women's average description was approximately three minutes. For a man, the average time was 13 minutes.

2. **True.** When women talk with other women, interruptions are evenly distributed. When men talk with other men, interruptions are evenly distributed. However, when men and women talk with one another, almost all interruptions are by male speakers. Sociologists Candace West and Donald Zimmerman analyzed conversations in university settings both on and off campus. They found that males interrupt females much more often than they interrupt other males and more often than females interrupt either males or females. These sociologists think that interrupting is a way of exercising power. They say, "Here we are dealing with a class of speakers, females, whose right to speak appears to be casually infringed upon by males."

3. **False.** According to one research study 22 sexual terms were identified as describing men while 220 sexual terms applied to women. Further, most of the terms that label women as sexual beings tend to denigrate or trivialize them. Women often are compared to plants (clinging vine, shrinking violet), animals (chick, hog, cow, pig) and foods (honey, cookie, dish, sweetie).

4. **True.** Many studies—with subjects ranging from infants to the elderly—have shown that women are more likely than men to gaze at their partner. One reason may be that men talk more and women listen more. Research shows a listener of either sex looks more at a speaker than the speaker looks at the listener. Another possible reason why women gaze more frequently at a partner may be their need for and expertise in decoding nonverbal cues. However, in a direct staring confrontation women will be more likely to avert their eyes, especially when stared at by men. Frequently, a woman will tilt her head back rather than look directly at a man. Researchers call this a "presenting" gesture that reflects friendliness and submission.

5. **True.** Nonverbal messages carry over four times the weight of nonverbal messages. Other research shows that in most two-person conversations nonverbal messages convey more than 65 percent of the meaning. Women seem to communicate more effectively on this nonverbal channel. They are better than men at decoding nonverbal cues. They are also more likely to reflect their feelings through facial expression.

6. **False.** Research conducted at a midwest hospital and in the clerical departments and production lines of manufacturing firms shows that both female and male managers score higher than the general population in communicating friendliness and approval to subordinates. Further, women managers are no more emotionally open or dramatic than their male counterparts. Both sexes appear to feel that managers should not demonstrate these characteristics. However, there were some communication differences. Male managers were more dominant in style and more likely to direct the content and flow of the conversation.

7. **False.** While men do exert power and authority in controlling the course of conversations, women exert more effort in maintaining communication. Sociologist Pamela Fishman placed tape recorders in homes of couples who described themselves as free of traditional sex role stereotypes. Fishman recorded over 50 hours of conversations that occurred naturally. Over 96 percent of the topics men introduced were developed in conversations. Only 36 percent of the topics women introduced were similarly developed. Women asked more questions and were more willing to develop a topic introduced by men. In contrast, men "killed" conversational topics that women introduced by giving a minimal response, such as "um," and failing to ask questions or make more extended comments about the topic. In studies of mock jury deliberations, it has been found that women are more likely to make understanding and supportive comments.

8. **False.** Terms such as "mankind," "man," and "he" are supposed to be generic and are presumed to include both men and women. Research shows that this isn't really the case. People are more literal in their thinking. Studies with elementary, secondary, and college students show that when the supposed generic term, "man," is used people envision males, even when the content implies both men and women. In another study, students illustrated supposedly generic references (e.g., urban man) with male pictures more than they did when the references were neutral (e.g., urban life). Other researchers found that when male generic nouns and pronouns were used to describe the job of psychologist, female students described the job as less attractive to them than when sex neutral terms were used. Women who were exposed to the feminine generic (she to include everybody) reported feelings of pride, importance and power. And yet another researcher reports that when an applicant for an executive position was described as a girl, subjects rated her as less "tough," "mature," "brilliant," and "dignified," and they gave her approximately $6000 less in salary than when the word "woman" was used.

9. **False.** In fact, just the opposite is true. Throughout their lives women are more likely to be touched than men. The touching of women by men—guiding them through the door, assisting them with coats, helping them into cars—happens so frequently that it goes virtually unnoticed. Nancy Henley studied couples in a variety of outdoor settings and found that men touch women far more than the reverse. While many would describe this touching as indication of warmth and intimacy or even as a sexual overture, Henley believes that it is a nonverbal display of power.

10. **True.** The research is very consistent on this issue. From preschool through high school, male students are more likely than female students to be reprimanded for misbehavior. Some studies say they are eight to ten times as likely to be scolded. Sometimes they get reprimanded more because they are misbehaving more. But, other studies show that when female and males are misbehaving equally, the males are still more likely to get scolded and receive harsher penalties.

11. **True.** There is some inconsistency in the research here, but most studies show that women are more likely to reveal personal information about themselves. This pattern may reflect differences in power or status between males and females. For example, in work situations subordinates tend to reveal more personal information about themselves to their superiors than their superiors reveal to them. The more power a person has, the more personal information he or she is likely to receive.

12. **True.** Female speakers display more animated behavior including amount and intensity of eye contact, gestures, facial expressions, and body movement. Further, they are more likely to use a wider range of pitch and more variable intonations than male speakers. However, men appear to be more dramatic in their verbal behavior. They are more likely to tell anecdotes and jokes.

13. **True.** Women's space is far more likely to be intruded on by others. Women are approached more closely than men by both women and men. When women and men approach each other on the street, women are more likely to walk around men or move out of their way. In homes, men are more likely to have their room, study or den—an inviolate area where nothing is to be touched. Women also have space in a more confining way. While men are more likely to sit with arms and legs apart, women cross legs or ankles and sit with hands in their laps, taking up far less space. This reduced control of space or territory is characteristic of those with less power and status.

14. **True.** Both female and male members of audiences pay more attention to male speakers than female speakers. Audience members recall more information from presentations given by males. This appears to occur whether the information is stereotyped as appropriate for males or stereotyped as associated with females. And it occurs even when male and female speakers make an identical presentation.

15. **True.** According to Robin Lakoff, "women's language" is characterized by certain patterns:

    - making statements that end in a questioning intonation or putting tag questions at the end of declarative sentences (This is a good movie, isn't it?)
    - using qualifiers such as "kind of" or "I guess"
    - excessively polite speech
    - use of "empty adjectives" (divine or lovely) and use of "so" with adjectives (so thoughtful)

    While not all studies support Lakoff's notion of women's speech, several show that women do express themselves with more diffidence and less assertion than men. Many researchers claim that tentative speech patterns do not characterize the speech of women so much as they characterize the speech of those who lack power. For example, one group of researchers analyzed communication in a police station. They found that both male and female clients who came to the station were more likely to use "women's language" than were either male or female police personnel. There are consequences to using "women's language." Both men and women who speak in a tentative, non-assertive style are less likely to be believed by a jury. In fact, only recently has the British Broadcasting Corporation (BBC) allowed women to read the news over the air because they were perceived to lack credibility or authority.

16. **False.** Men manage to capture more than their fair share of talk time. Sometimes women actually help men gain this advantage because they are more likely to ask questions while men are more likely to give answers. However, men often take this advantage for themselves by interrupting women and by answering questions that are not addressed to them.

17. **True.** When people hear the word "segregation," they usually think about racial discrimination. Sex segregation may happen in more subtle ways, but it is widespread. Teachers, or students themselves, frequently form separate boy and girl lines, seating arrangements, work groups, play

areas, and even science lab work teams. Even college classrooms display sex segregation in student seating arrangements. Children cross racial lines more often than sex lines in classroom communication. Some researchers have found that students are often unwilling to work together on science projects. However, teachers can encourage boys and girls to play and work together simply by praising children engaged in cross sex interaction. An important implication of the research is that when girls and boys work and play together, they are less likely to hold stereotyped attitudes.

18. **True.** Despite the stereotypes, when employees work for a female supervisor, they vote their approval. Female managers are seen as giving more attention to subordinates, as more open to new ideas, and as more supportive of worker effort than male managers. Both female and male subordinates report that morale and job satisfaction are higher when supervised by women. Others report that women are more dependable, show greater concern and pay better attention to detail. Research on female managers in the business world is related to research in elementary schools. Studies on elementary schools with female principals show that these schools are warmer, more democratic, are characterized by higher student achievement and higher pupil and parental satisfaction.

19. **False.** Although women get better grades than boys, they receive less verbal praise from teachers. When girls do get praise from teachers, it is likely to be for neatness and appearance. ("That's an attractive paper." "You have very neat handwriting.") In contrast, when boys get praise, it is more likely to be for the intellectual quality of their ideas. Not only do teachers praise boys more, but they also criticize them more, ask them more questions, and give them more attention in general.

20. **False.** Women are far more likely to smile than men. They do this in many different social situations even though they are not necessarily happy or amused. In one field study researchers smiled at approximately 150 males and 150 females in public. In general, women returned the smiles more often than men. Women returned the smiles to men 93 percent of the time and to other women 86 percent of the time. Males smiled back at women 67 percent of the time, and they returned smiles to men 58 percent of the time. The researchers concluded that women give more than they get in this smiling exchange. "Women are exploited by men—they give 93 percent of the time but receive in return only 67 percent." Some writers claim that this pattern of frequent smiling is really a gesture of submission. Feminist Shulamith Firestone has called the smile a "badge of appeasement . . . the child/woman equivalent of the shuffle."

Attitudes Regarding Male-Female Characteristics

Directions: Indicate your attitudes by checking the proper column.

	More true of men	**No difference**	**More true of women**
Higher general intelligence			
Greater mechanical ability			
Greater managerial ability			
Greater physical strength			
Greater spatial ability			
More emotionally stable			
Greater verbal ability			
More aggressive			
More self-confident			
More independent			
Thinks logically			
Thinks creatively			
More decisive			
More absenteeism due to illness			
Greater need for education			
Greater need for career planning			
More limitations in career choice			
Greater motivation to achieve			
Greater need for status			
Greater need for independence			
Responsibility for contraception			
Greater responsibility for child care			
Greater responsibility for aging parents			

Reprinted from *Single Parent/Homemaker Training for Life Skills Handbook: Final Report,* June, 1987, by permission of the Kentucky Department for Adult and Technical Education, Frankfort, Kentucky.

Sex Roles

Sex Roles are defined as:

> "characteristics, behaviors, and functions assigned on the basis of gender."

Sexism is defined as:

> "differential treatment and expectations of people based on sex beyond what is predetermined by biology."

Some say that men and women have the same mental abilities, that under the same circumstances there is no difference in the way they behave. Others contend that heredity makes men different from women both in the way they think and the way they behave. Both views are fictitious.

The latest scientific evidence, largely confirming the findings of the past, indicates that there are significant mental and behavioral differences between the sexes. The evidence suggests, however, that nearly all the differences are caused by cultural tradition, not heredity.

Although there is no solid proof either way, most experts attribute sex differences in human behavior almost entirely to environment, from parents who consciously treat boys and girls differently, to a child's natural tendency to imitate the behavior of the same sex. From infancy on, children learn what it means to be a member of one sex or the other. This is reinforced through the media, in school, in the family, economically and in virtually all social systems.

The idea that sex attitudes are cultural has been supported by several studies. One of the more noted is Margaret Mead's 1935 comparison in "Sex and Temperament" of three New Guinea tribes. All three

Reprinted from *Changing Roles of Men and Women: Educating for Equity in the Workplace* , 1991, with permission of the Vocational Studies Center, School of Education, University of Wisconsin-Madison.

tribes had very different sex roles. One of the tribes was a reversal of our own culture, with the woman the dominant, impersonal, managing partner, the man the less responsible and the emotionally dependent person. From her studies of the three cultures, Mead concluded, "We no longer have any basis for regarding such aspects of behavior as sex-linked."

Attitudes

Four cultural notions of femininity that women often share are that women are:

- **Inferior**

  What many women have experiences as a personal sense of inferiority is in fact a larger cultural problem. Power is unequally distributed in our society; men having the power are considered superior and women having less power are considered inferior. In acknowledging either sex as superior or inferior, both are limited. It denies both men and women favorable characteristics that are generally associated with the opposite sex.

- **Passive**

  In the past, women were expected to depend upon men to direct their lives. They tended to feel passive and helpless, and expected and needed men to do things for them. The typical fantasy of young women is, "Someday, my prince will come." Those men are expected to turn them on, to do for them what they cannot do for themselves, to make them feel alive, and to affirm their existence. Because it is an impossible task, women continually set themselves up for disappointment.

  There is no factual reason why women cannot assert and affirm their own existence and act for themselves. Today they can choose to be dependent and see it as a strength, knowing intimate relationships involve dependencies. They can enjoy their talents and abilities--who they are and what they do.

- **Beautiful objects**

Traditionally, females compete in ornament and the males select. Women are told how they should dress and act in order to achieve their goal (i.e., to "capture" a man).

- **Wife and mother exclusively**

Until recently, child mortality was high, adult life expectancy short and contraception rare. This meant that for most of their adult years, women were involved in caring for young children and were necessarily dependent upon men for protection and economic support. Today women rarely bear children during all their fertile years, with two or three children being the norm. Lower birth rates combined with a longer life expectancy means that most adult women have a span of productive years free from childbearing and childrearing.

Sex Roles -	"Characteristics, behaviors, and functions assigned on the basis of gender."
Sexism -	"Differential treatment and expectations of people based on sex beyond what is predetermined by biology."

Reprinted from *Changing Roles of Men and Women: Educating for Equity in the Workplace* , 1991 with permission of the Vocational Studies Center, School of Education, University of Wisconsin-Madison.

Cultural Notions of Femininity

Women often view females as:

- Inferior
- Passive
- Beautiful objects
- Wife and mother exclusively

Reprinted from *Changing Roles of Men and Women: Educating for Equity in the Workplace* , 1991 with permission of the Vocational Studies Center, School of Education, University of Wisconsin-Madison, 1991.

Suggested Questions for Discussion of Sex Role Stereotyping

1. Do you think it is all right for both boys and girls to cry?
2. Do you think that participating in sports is more important for boys than for girls?
3. Who do you think should have the final word when family disputes occur?
4. Would you want to be friends with a boy who showed "feminine" qualities?
5. Would you think it is all right for your father (or husband) to stay home as a homemaker if that's what he wants to do?
6. How would you feel if you saw a female business executive dictating a letter to a male secretary?
7. How would you feel if you saw a seven-year-old boy playing with a doll?
8. How would you feel if you were a nine-year-old girl, and you played softball better than anyone in your class?
9. How would you feel about being married and making a larger salary than your husband? How would you feel about being married to a woman who made a larger salary than you did?

Reprinted from *Women In Nontraditional Careers (WINC) : Curriculum Guide*, 1984, U.S. Department of Labor, Office of the Secretary, Women's Bureau.

Childhood Messages

"Childhood messages" is a name given to how we saw life as it should be or ought to be. These messages came from the influence of significant authority figures early in our lives such as, parents, close relatives, school, peers, religion, etc. Some of the messages are seen (when children observe how parents treat each other, they interpret: "This is the way husbands and wives ought to be."); some are heard: ("You're such a klutz."); some are felt: (A disapproving scowl for improper behavior); and some are a combination. One way of identifying messages is to check out your beliefs and values and listen to your "shoulds" and "oughts."

Directions: Read through each of the following questions. Jot down the messages you heard as a child.

What did you believe about...

- feminine/masculine behavior?
- the importance of your intelligence?
- leadership?
- the intelligence of men/women?
- your ability to solve problems?
- your place in religion?
- your ability to deal with mechanical things?
- the importance of your education?
- working mothers?
- what your vocation would be?
- earning money?
- success for you?
- marriage?
- children?
- importance of your appearance?
- your relationship to women/men?
- your ability to excel in sports?

Reprinted from *New Beginnings*, with permission of Project PHASE, Tucson, Arizona.

Activity: **Toy Department Survey**

Time: Two or three days

Materials: Toy stores and toy departments in large stores

Procedure:

- Ask participants to go to toy departments in local stores (divide available stores between class members) and make lists of the types of toys available in the girls' section and in the boys' section.
- Ask participants to make a list of toys which seem to be displayed for both boys and girls.
- When participants bring results back to class, share findings and discuss the types of skills children learn from playing with the available toys and what implications this might have for adult career orientation.
- This type of inventory process could be conducted with toys of younger brothers and sisters or children in the neighborhood.
- Participants could also interview young children about their attitudes toward toys that are nontraditional for their sex.

Reprinted from *Women in Nontraditional Careers (WINC): Curriculum Guide*, 1984, U.S. Department of Labor, Office of the Secretary, Women's Bureau.

Television Monitoring for Sex-Role Stereotyping - Programs

Directions: The first chart is about the PROGRAMS you watch regularly. As you watch your usual television shows this week, pay attention to the messages you are given about men and women and fill in this chart using the following explanations:

1. **Name of Program:** Write down the name of the program you are watching.
2. **Speaking Roles:** Keep track of how many times men speak throughout the show. Keep track of how many times women speak throughout the show. Write the totals on the chart.
3. **Occupations:** Write down what jobs male characters have in the show. Write down what jobs female characters have in the show. Also keep track of what jobs Caucasian characters have, and what jobs are given to African Americans, Hispanics, Asians, or Native Americans.
4. **Perpetrators and Victims:** A *perpetrator* is someone who commits a crime, such as sexual abuse, burglary, battery, etc. Keep track of how many times males are depicted as committing crimes, and how many times women commit crimes on the shows you watch.

   Also keep track of who the victims of these crimes are. Keep track of how many times male characters are sexually, physically, or verbally abused; how often they are robbed, beaten, or are the targets of other aggressive acts. Keep track of how many times female characters are the targets of these acts.
5. **Program Producers:** Watch the credits and notice who produced the show you are watching. Was the producer male or female?

Reprinted from *Women in Nontraditional Careers (WINC): Curriculum Guide*, 1984, U.S. Department of Labor, Office of the Secretary, Women's Bureau.

Television Monitoring for Sex-Role Stereotyping - Programs

	Speaking Roles		Occupations		Perpetrators		Victims		Producers	
Name of Program	#M	#F	M	F	#M	#F	#M	#F	#M	#F
TOTALS										

Reprinted from *Changing Roles of Men and Women*, 1990, by permission of the Vocational Studies Center, School of Education, University of Wisconsin-Madison.

Television Monitoring for Sex-Role Stereotyping - Advertisements

Directions: This chart is about the **ADVERTISEMENTS** that are on television during the shows you watch regularly. Record the following information for ten product advertisements during the week. Fill in the chart based on the following explanations:

1. **Product Advertisement:** What product is being advertised?

2. **Speaking Roles:** Record how many adult males, adult females, and children do the speaking in the commercial.

3. **Occupations:** Record the occupations of the male characters and the female characters in the ads.

4. **Target Audience:** To whom is this advertisement directed? Who will buy the product?

5. **Message:** What does the advertisement want you to know, think, or believe?

Reprinted from *Women in Nontraditional Careers (WINC): Curriculum Guide*, 1984, U.S. Department of Labor, Office of the Secretary, Women's Bureau.

Television Monitoring for Sex-Role Stereotyping - Advertisements

Product Advertisement	Speaking Roles #M	 #F	Occupations M	 F	Target Audience	Message
TOTALS						

Reprinted from *Changing Roles of Men and Women*, 1990, by permission of the Vocational Studies Center, School of Education, University of Wisconsin-Madison.

Guns and Dolls

by Laura Shapiro

Meet Rebecca. She's 3 years old, and both her parents have full-time jobs. Every evening Rebecca's father makes dinner for the family--Rebecca's mother rarely cooks. But when it's dinner time in Rebecca's dollhouse, she invariably chooses the Mommy doll and puts her to work in the kitchen.

Now meet George. He's 4, and his parents are still loyal to the values of the '60's. He was never taught the word "gun," much less given a war toy of any sort. On his own, however, he picked up the word "shoot." Thereafter he would grab a stick from the park, brandish it about and call it his "shooter."

Are boys and girls born different? Does every infant really come into the world programmed for caretaking or war making? Or does culture get to work on our children earlier and more inexorably than even parents are aware? Today these questions have new urgency for a generation that once made sexual equality its cause and now finds itself shopping for Barbie clothes and G.I. Joe paraphernalia. Parents may wonder if gender roles are immutable after all, give or take a Supreme Court justice. But burgeoning research indicates otherwise. No matter how stubborn the stereotype, individuals can challenge it; and they will if they're encouraged to try. Fathers and mothers should be relieved to hear that they do make a difference.

> *Newborns: Girls' cribs have pink tags and boys' cribs have blue tags; mothers and fathers should be on the alert, for the gender-role juggernaut has begun.*

Biologists, psychologists, anthropologists and sociologists have been seeking the origin of gender differences for more than a century, debating the possibilities with increasing rancor ever since researchers were forced to question their favorite theory back in 1902. At that time many scientists believed that intelligence was a function of brain size and that males uniformly had larger brains than women--a fact that would nicely explain men's pre-eminence in art, science and letters. This treasured hypothesis began to disintegrate when a woman graduate student compared the cranial capacities of a group of male scientists with those of female college students; several women came out ahead of the men, and one of the smallest skulls belonged to a famous male anthropologist.

Copyright 1990, NEWSWEEK, Inc. All rights reserved. Reprinted by permission.

Gender research has become a lot more sophisticated in the ensuing decades, and a lot more controversial. The touchiest question concerns sex hormones, especially testosterone, which circulates in both sexes but is more abundant in males and is a likely, though unproven, source of aggression. To postulate a biological determinant for behavior in an ostensibly egalitarian society like ours requires a thick skin. "For a while I didn't dare talk about hormones, because women would get up and leave the room," says Beatrice Whiting, professor emeritus of education and anthropology at Harvard. "Now they seem to have more self-confidence. But they're skeptical. The data's not in yet."

Some feminist social scientists are staying away from gender research entirely--"They're saying the results will be used against women," says Jean Berko Gleason, a professor of psychology at Boston University who works on gender differences in the acquisition of language. Others see no reason to shy away from the subject. "Let's say it were proven that there were biological foundations for the division of labor," says Cynthia Fuchs Epstein, professor of sociology at the City University of New York, who doesn't, in fact, believe in such a likelihood. "It doesn't mean we couldn't do anything about it. People can make from scientific findings whatever they want." But a glance at the way society treats those gender differences already on record is not very encouraging. Boys learn to read more slowly than girls, for instance, and suffer more reading disabilities such as dyslexia, while girls fall behind in math when they get to high school. "Society can amplify differences like these or cover them up," says Gleason. "We rush in reading teachers and do remedial reading, and their classes are almost all boys. We don't talk about it, we just scurry around getting them to catch up to the girls. But where are the remedial math teachers? Girls are supposed to be less good at math, so that difference is incorporated into the way we live."

No matter where they stand on the question of biology versus culture, social scientists agree that the sexes are much more alike than they are different, and that variations within each sex are far greater than variations between the sexes. Even differences long taken for granted have begun to disappear. Janet Shibley Hyde, a professor of psychology at the University of Wisconsin, analyzed hundreds of studies on verbal and math ability and found boys and girls alike in verbal ability. In math, boys have a moderate edge; but only among highly precocious math students is the disparity large. Most important, Hyde found that verbal and math studies dating from the '60s and '70s showed greater differences than more recent research. "Parents may be making more efforts to tone down the stereotypes," she says. There's also what academics call "the file-drawer effect." "If you do a study that shows no differences, you assume it won't be published," says Claire Etaugh, professor of psychology at Bradley University in Peoria, Ill. "And until recently, you'd be right. So you just file it away."

> *2-3 years: Girls are encouraged to think about how their actions affect others; boys often misbehave, get punished and then misbehave again.*

The most famous gender differences in academics show up in the annual SAT results, which do continue to favor boys. Traditionally they have excelled on the math portion, and since 1972 they have slightly outperformed girls on the verbal side as well. Possible explanations range from bias to biology, but the socioeconomic profile of those thinking the test may also play a role. "The SAT gets a lot of publicity every year, but nobody points out that there are more women taking it than men, and the women come from less advantaged backgrounds," says Hyde. "The men are a more highly selected sample: they're better off in terms of parental income, father's education and attendance at private school."

Another longstanding assumption does hold true: boys tend to be somewhat more active, according to a recent study, and the differences may even start prenatally. But the most vivid distinctions between the sexes don't surface until well into the preschool years. "If I showed you a hundred kids aged 2, and you couldn't tell the sex by the haircuts, you couldn't tell if they were boys or girls," says Harvard professor of psychology Jerome Kagan. Staff members at the Children's Museum in Boston say that the boys and girls racing through the exhibits are similarly active, similarly rambunctious and similarly interested in model cars and model kitchens, until they reach first grade or so. And at New York's Bank Street preschool, most of the 3-year-olds clustered around the cooking table to make banana bread one recent morning were boys. (It was a girl who gathered up three briefcases from the costume box and announced, "Let's go to work.")

> *4-5 Years: No matter what their parents do, girls and boys will enthusiastically embrace the male/female stereotypes they find all around them.*

By the age of 4 or 5, however, children start to embrace gender stereotypes with a determination that makes liberal-minded parents groan in despair. No matter how careful they may have been to correct the disparities in "Pat the Bunny" ("Paul isn't the only one who can play peekaboo, Judy can play peekaboo"), their children will delight in the traditional male/female distinctions preserved everywhere else: on television, in books, at day care and preschool, in the park and with friends. "One of the things that is very helpful to children is to learn what their identity is," says Kyle Pruett, a psychiatrist at the Yale Child Study Center. "There are rules about being feminine and there are rules about being masculine. You can argue until the cows come home about whether those are good or bad societal influences, but when you look at the children, they love to know the differences. It solidifies who they are."

So girls play dolls, boys play Ghostbusters. Girls take turns at hopscotch, boys compete at football. Girls help Mommy, boys aim their water pistols at guests and shout, "You're dead!" For boys, notes Pruett, guns are an inevitable part of this developmental process, at least in a television-driven culture like our own. "It can be a cardboard paper towelholder, it doesn't have to be a miniature Uzi, but it serves as the focus for fantasies about the way he is going to make himself powerful in the world," he says. "Little girls have their aggressive side, too, but by the time they're socialized it takes a different form. The kinds of things boys work out with guns, girls work out in terms of relationships--with put-downs and social cruelty." As if to underscore his point, a 4-year-old at a recent Manhattan party turned to her young hostess as a small stranger toddled up to them. "Tell her we don't want to play with her," she commanded. "Tell her we don't like her."

Once the girls know they're female and the boys know they're male, the powerful stereotypes that guided them don't just disappear. Whether they're bred into our chromosomes or ingested with our cornflakes, images of the aggressive male and the nurturant female are with us for the rest of our lives. "When we see a man with a child, we say, '"They're playing,'" says Epstein. "We never say, '"He's nurturant.'"
The case for biologically based gender differences is building up slowly, amid a great deal of academic dispute. The theory is that male and female brains, as well as bodies, develop differently according to the amount of testosterone circulating around the time of birth. Much of the evidence rests on animal studies showing, for instance, that brain cells from newborn mice change their shape when treated with testosterone. The male sex hormone may also account for the different reactions of male and female rhesus monkeys, raised in isolation, when an infant monkey is placed in the cage. The males are more likely to strike at the infant, the females to nurture it. Scientists disagree--vehemently--on whether animal behavior has human parallels. The most convincing human evidence comes from anthropology, where cross-cultural studies consistently find that while societies differ in their predilection toward violence, the males in any given society will act more aggressively than the females. "But it's very important to emphasize that by aggression we mean only physical violence," says Melvin Konner a physician and anthropologist at Emory University in Atlanta. "With competitive, verbal or any other form of aggression, the evidence for gender differences doesn't hold." Empirical findings (i.e., look around you) indicate that women in positions of corporate, academic or political power can learn to wield it as aggressively as any man.

> *6-7 Years: All children have to deal with aggression; girls wield relationships as weapons, while boys prefer to brandish water pistols.*

Apart from the fact that women everywhere give birth and care for children, there is surprisingly little evidence to support the notion that their biology makes women kinder, gentler people or even equips them specifically for motherhood. Philosophers--and mothers, too--have taken for granted the existence of a maternal "instinct" that research in female hormones has not conclusively proven. At most there may be a temporary hormonal response associated with childbirth that prompts females to nurture their young, but that doesn't explain women's near monopoly on changing diapers. Nor is it likely that a similar hormonal surge is responsible for women's tendency to organize the family's social life or take up the traditionally underpaid "helping" professions--nursing, teaching, social work.

Studies have shown that female newborns cry more readily than males in response to the cry of another infant, and that small girls try more often than boys to comfort or help their mothers when they appear distressed. But in general the results of most research into such traits as empathy and altruism do not consistently favor one sex or the other. There is one major exception: females of all ages seem better able to "read" people, to discern their emotions, without the help of verbal cues. (Typically researchers will display a picture of someone expressing a strong reaction and ask test-takers to identify the emotion.) Perhaps this skill--which in evolutionary terms would have helped females survive and protect their young--is the sole biological foundation for our unshakable faith in female selflessness.

Those who explore the unconscious have had more success than other researchers in trying to account for male aggression and female nurturance, perhaps because their theories cannot be tested in a laboratory but are deemed "true" if they suit our intuitions. According to Nancy J Chodorow, professor of sociology at Berkeley and the author of the influential book "The Reproduction of Mothering," the fact that both boys and girls are primarily raised by women has crucial effects on gender roles. Girls, who start out as infants identifying with their mothers and continue to do so, grow up defining themselves in relation to other people. Maintaining human connections remains vital to them. Boys eventually turn to their fathers for self-definition, but in order to do so must repress those powerful infant ties to mother and womanhood. Human connections thus become more problematic for them than for women. Chodorow's book, published in 1978, received national attention despite a dense, academic prose style; clearly, her perspective range true to many.

Harvard's Kagan, who has been studying young children for 35 years, sees a different constellation of influences at work. He speculates that women's propensity for caretaking can be traced back to an early awareness of their role in nature. "Every girl knows, somewhere between the ages of 5 and 10, that she is different from boys and that she will have a child--something that everyone, including children, understands as quintessentially natural," he says. "If, in our society, nature stands for the giving of life, nurturance, help, affection, then the girl will conclude unconsciously that those are the qualities she should strive to attain. And the boy won't. And that's exactly what happens."

Kagan calls such gender differences "inevitable but not genetic," and he emphasizes--as does Chodorow--that they need have no implications for women's status, legally or occupationally. In the real world, of course, they have enormous implications. Even feminists who see gender differences as cultural artifacts agree that, if not inevitable, they're hard to shake. "The most emancipated families, who really feel they want to engage in gender-free behavior toward their kids, will still encourage boys to be boys and girls to be girls," says Epstein of CUNY. "Cultural constrains are acting on you all the time. If I go to buy a toy for a friend's little girl, I think to myself, why don't I buy her a truck? Well, I'm afraid the parents wouldn't like it. A makeup set would really go against my ideology, but maybe I'll buy some blocks. It's very hard. You have to be on the alert every second.

In fact, emancipated parents have to be on the alert from the moment their child is born. Beginning with the pink and blue name tags for newborns in the hospital nursery--I'm a Girl/I'm a Boy--the gender-role juggernaut is overwhelming. Carol Z. Malatesta, associate professor of psychology at Long Island University in New York, notes that baby girls' eyebrows are higher above their eyes and that girls raise their eyebrows more than boys do, giving the girls "a more appealing, socially responsive look." Malatesta and her colleagues, who videotaped and coded the facial expressions on mothers and infants as they played, found that mothers displayed a wider range of emotional responses to girls than to boys. When the baby girls displayed anger, however, they met what seemed to be greater disapproval from their mothers than the boys did. These patterns, Malatesta suggests, may be among the reasons why baby girls grow up to smile more, to seem more sociable than males, and to possess the skill noted earlier in "reading" emotions.

The way parents discipline their toddlers also has an effect on social behavior later on. Judith G. Smetana, associate professor of education, psychology and pediatrics at the University of Rochester, found that mothers were more likely to deal differently with similar kinds of misbehavior depending on the sex of the child. If a little girl bit her friend and snatched a toy, for instance, the mother would explain why biting and snatching were unacceptable. If a boy did the same thing, his mother would be more likely to stop him, punish him an leave it at that. Misbehavior such as hitting in both sexes peaks around the age of 2 after that, little boys go on to misbehave more than girls.

Psychologists have known for years that boys are punished more than girls. Some have conjectured that boys simply drive their parents to distraction more quickly; but as Carolyn Zahn-Waxler, a psychologist at the National Institute of Mental Health, points out, the difference in parental treatment starts even before the difference in behavior shows up. "Girls receive very different messages than boys," she says. "Girls are encouraged to care about the problems of others, beginning very early. By elementary school, they're showing more caregiver behavior, and they have a wider social network.

Children also pick up gender cues in the process of learning to talk. "We compared fathers and mothers reading books to children," says Boston University's Gleason. "Both parents used more inner-state words, words about feelings and emotions, to girls than to boys. And by the age of 2, girls are using more emotion words than boys." According to Gleason, fathers tend to use more directives ("Bring that over here") and more threatening language with their sons than with their daughters, while mothers' directives take more polite forms ("Could you bring that to me, please?"). The 4-year-old boys and girls in one study were duly imitating their fathers and mothers in that very conversational pattern. Studies of slightly older children found that boys talking among themselves use more threatening, commanding, dominating language than girls, while girls emphasize agreement and mutuality. Polite or not, however, girls get interrupted by their parents more often than boys, according to language studies--and women get interrupted more often than men.

> *9-10 Years: When girls talk among themselves, they tend to emphasize mutuality and agreement while boys often try to command and dominate.*

Despite the ever-increasing complexity and detail of research on gender differences, the not-so-secret agenda governing the discussion hasn't changed in a century: how to understand women. Whether the question is brain size, activity levels or modes of punishing children, the traditional implication is that the standard of life is male, while the entity that needs explaining is female. (Or as an editor put it, suggesting possible titles for this article: "Why Girls Are Different.") Perhaps the time has finally come for a new agenda. Women, after all, are not a big problem. Our society does not suffer from burdensome amounts of empathy and altruism, or a plague of nurturance. The problem is men--or more accurately, maleness.

"There's one set of sex differences that's ineluctable, and that's the death statistics," says Gleason. "Men are killing themselves doing all the things that our society wants them to do. At every age they're dying in accidents, they're being shot, they drive cars badly, they ride the tops of elevators, they're two-fisted hard drinkers. And violence against women is incredibly pervasive.

Maybe it's men's raging hormones, but I think it's because they're trying to be a man. If I were the mother of a boy, I would be very concerned about societal pressures that idolize behaviors like that."

Studies of other cultures show that male behavior, while characteristically aggressive, need not be characteristically deadly. Harvard's Whiting, who has been analyzing children cross-culturally for half a century, found that in societies where boys as well as girls take care of younger siblings, boys as well as girls show nurturant, sociable behavior. "I'm convinced that infants elicit positive behavior from people," says Whiting. "If you have to take care of somebody who can't talk, you have to learn empathy. Of course there can be all kinds of experiences that make you extinguish that eliciting power, so that you no longer respond positively. But on the basis of our data, boys make very good baby tenders."

In our own society, evidence is emerging that fathers who actively participate in raising their children will be steering both sons and daughters toward healthier gender roles. For the last eight years Yale's Pruett has been conducting a groundbreaking longitudinal study of 16 families, representing a range of socioeconomic circumstances, in which the fathers take primary responsibility for child care while the mothers work full time. The children are now between 8 and 10 years old, and Pruett has watched subtle but important differences develop between them and their peers. "It's not that they have conflicts about their gender identity--the boys are masculine and the girls are feminine, they're all interested in the same things their friends are," he says. "But when they were 4 or 5, for instance, the stage at preschool when the boys leave the doll corner and the girls leave the block corner, these children didn't give up one or the other. The boys spent time playing with the girls in the doll corner, and the girls were building things with blocks, taking pride in their accomplishments."

Traditionally, Pruett notes, fathers have enforced sex stereotypes more strongly than mothers, engaging the boys in active play and complimenting the girls on their pretty dresses. "Not these fathers," says Pruett. "That went by the boards. They weren't interested in bringing home little footballs for their sons or little tutus for the girls. They dealt with the kids according to the individual. I even saw a couple of the mothers begin to take over those issues--one of them brought home a Dallas Cowboys sleeper for her 18-month-old. Her husband said, 'Honey, I thought we weren't going to do this, remember?' She said,'Do what?' So that may be more a function of being in the second tier of parenting rather than the first."

As a result of this loosening up of stereotypes, the children are more relaxed about gender roles. "I saw the boys really enjoy their nurturing skills," says Pruett. "they knew what to do with a baby, they didn't see that as a girl's job, they saw it as a human job. I saw the girls have very active images of the outside world and what their mothers were doing in the workplace--things that become interesting to most girls when they're 8 or 10, but these girls were interested when they were 4 or 5."

Pruett doesn't argue that fathers are better at mothering than mothers, simply that two involved parents are better than "one and a lump." And it's hardly necessary for fathers to quit their jobs in order to become more involved. A 1965-66 study showed that working mothers spent 50 minutes a day engaged primarily with their children, while the fathers spent 12 minutes. Later studies have found fathers in two-career households spending only about a third as much time with their children as mothers. What's more, Pruett predicts that fathers would benefit as much as children from the increased responsibility. "The more involved father tends to feel differently about his own life," he says. "A lot of men, if they're on the fast track, know a lot about competitive relationships, but they don't know much about intimate relationships. Children are experts in intimacy. After a while the wives in my study would say, 'He's just a nicer guy.'"

Pruett's study is too small in scope to support major claims for personality development; he emphasizes that his findings are chiefly theoretical until more research can be undertaken. But right now he's watching a motif that fascinates him. "Every single one of these kinds is growing something," he says. "They don't just plant a watermelon seed and let it die. They're really propagating things, they're doing salad-bowl starts in the backyard, they're breeding guinea pigs. That says worlds about what they think matters. Generativity is valued a great deal, when both your mother and your father say it's OK." Scientists may never agree on what divides the sexes; but someday, perhaps, our children will learn to relish what unites them.

Competency 1.0

Skills to develop a positive self-concept.

Indicator 1.04

Identify skills, abilities, interests, experiences, values, and personality traits and their influence on career decisions.

Indicator 1.04: Students will be able to identify skills, abilities, interests, experiences, values, and personality traits and their influence on career decisions.

Time: Two hours

Content	Instructional Strategies	Instructional Resources
Value of assessment tools: • Career inventory • Interest • Personality • Aptitudes/skills • Others	Instructor Resource, discussion of different assessment instruments	Assessment Instrument Guide Sample Assessment Timetable
Personality assessment	Activity Handout	• Personality Mosaic Interpreting the Results
	Workbook	• Strengths and Personality, Career Choices, pp. 38-45
Values assessment	Activities	• Values Appraisal Scale • Think About Values • Values Cardsort
	Workbook	• Knowing What You Want Out of Life: Values Clarification, Challenges, pp. 88-105 or Changes, pp. 88-105
	Workbook	• Your Personal Profile: Getting What You Want Starts with Knowing Who You Are, Career Choices, pp. 24-37

Page 2 of Indicator 1.04: Students will be able to identify skills, abilities, interests, experiences, values, and personality traits and their influence on career decisions.

Content	Instructional Strategies	Instructional Resources
Work values assessment	Activities	• Rating Your Motivations for Working • Work for What? • Work Values
Career Inventories	Workbook	**WCIS Materials:** • Scan • Career Selector • Career Skills
	Workbook	Others: Coming Alive From Nine to Five: The Career Search Handbook, pp. 70-85.
Interest inventory	Workbook	**WCIS Resources:** Print Materials: • WCIS Crosswalks • PrepSr, pp. 29-31
	Computer lab, out of class work	Software: • Career Skills and Career Skills Workbook • Career Selector and Career Selector Workbook
	Out of class work. Use preferred choice of interest inventory assessment instruments.	Others: • The Harrington O'Shea • Kuder Occupational Interest Survey • Ohio Vocational Interest Survey Scales

Page 3 of ndicator 1.04: Students will be able to identify skills, abilities, interests, experiences, values, and personality traits and their influence on career decisions.

Content	Instructional Strategies	Instructional Resources
Skills/Aptitude Assessment Instruments	Workbook	• Skills Inventory, What Skills You Have and Most Enjoy Using, What color is your parachute, pp. 225-260
	Workbook	• Skills and Aptitudes, Career choices, pp. 46-48
	Out of class work.	• General Aptitude Test Battery, (GATB).
	Workbook	**WCIS Resources:** Print Materials: • PrepSr, pp. 18-28
Individualized interpretation of assessment instruments	Out of class work. One-on-one meetings with participants.	Counselor or professional staff for assessment instrument interpretation.
	View video(s) and discuss	**Recommended WCIS Videos:** • Your future: Planning through career exploration • Your interests: Related to work activities • Your temperaments: Related to work situations • Your aptitudes: Related to learning job skills

Page 4 of Indicator 1.04: Students will be able to identify skills, abilities, interests, experiences, values, and personality traits and their influence on career decisions.

Content	Instructional Strategies	Instructional Resources
	Workbook	**WCIS Materials:** - College Options Adult Career Planner to be used throughout curriculum as record book
List of additional resources	Instructor Resource	Additional Resources

Assessment Instrument Guide

Topics:

1. Ability of Aptitude Tests
2. Career Interest Inventories
3. Personality Assessments

The assessment process promotes rational decision-making among participants. Personal information about abilities and interests should be evaluated as seriously as are facts gathered about specific careers. Test results present new evidence and options. They help participants to focus career exploration on areas which conform to personal styles, interests and abilities.

Sample Assessment Instruments:

- Ability or Aptitude Tests
    - ASSET
    - General Aptitude Test Battery (GATB)
    - Career Ability Placement Survey (CAPS)
    - Learning Styles Inventory
- Career Interest Inventories
    - COPSystem Interest Inventory (COPS)
    - Career Assessment Inventory (CAI)
- Personality Assessments
    - Personal Profile
    - Myers-Briggs Type Indicator (MBTI)

Reprinted from *Project Discover: Handbook and Curriculum Guide* with permission of Anoka Technical Institute, Anoka, Minnesota.

Assessment Instruments

Note: Selection of tests should be based on participant needs and coordinated with services already available on campus. We suggest using at least one instrument from each category. Caution: Be careful not to overtest.

1. **Ability or Aptitude Tests:**

a. Instrument: ASSET

Purpose: The main purpose of this skill assessment is to help the participant identify present strengths and needs so she can build a solid plan for success in the educational options she chooses to pursue. Participants will learn about their skills in the areas of language usage, reading, and mathematics, and how they compare with the skills of other students.

Administered by: Personnel conducting information sessions

Interpretation by: Vocational counselor

Special Coursework or Certification Required for Administration or Interpretation: None

Approximate Cost: $2.75 per participant

Time Required: Language usage, 11 minutes; reading skills, 20 minutes; numerical skills, 18 minutes

Used During Week Number: Used as a pretest

Can Be Obtained From:
The ACT ASSET Program
The American College Testing Program
P.O. Box 168
Iowa City, IA 52243

b. Instrument: General Aptitude Test Battery (GATB)

Purpose: This aptitude test was developed specifically for vocational counseling in employment services and schools. It is designed to measure nine major aptitudes and skills required for occupational success.

Administered by: This battery may be administered only by individuals authorized by their State Employment Security Office. NCS will not process first-time orders for the GATB materials without authorization from your State Employment Security Agency.

Interpretation by: Certified TI staff member

Special Coursework or Certification Required for Administration or Interpretation: Authorization from State Employment Security Agency

Approximate Cost: Answer sheets, $25.00 per package of 250; test booklets, $11.00 per package of 100; scoring service (72-hour service), $1.25 each ($25.00 minimum order)

Time Required: Sections 1 through 7 require 48 minutes to complete

Used During Week Number: Two

Can Be Obtained From:
National Computer Systems
P.O. Box 1294
Minneapolis, MN 55440
1-800-328-6759

c. Instrument: Career Ability Placement Survey (CAPS)

Purpose: The purpose of CAPS is to provide the participant with information about her abilities to help in career planning. CAPS gives a prediction of success in similar careers. There are eight ability scales: mechanical reasoning, spatial relations, verbal reasoning, numerical ability, language usage, word knowledge, perceptual speed and accuracy, and manual speed and dexterity.

Administered by: Vocational counselor or instructor

Interpretation by: Vocational counselor

Special Coursework or Certification Required for Administration or Interpretation: None

Approximate Cost: 25 copies for $30.00

Time Required: 40 minutes (8 times ability tests, each one timed for 5 minutes.)

Used During Week Number: Two (administered), three (interpreted)

Can Be Obtained From:
Edits
Educational and Industrial Testing Service
P.O. Box 7234
San Diego, CA 92107

d. Instrument: Learning Styles Inventory

Purpose: The Learning Styles Inventory was designed to assess a participant's preferred method or style of receiving and expressing information. The inventory is comprised of 45 items in statement form related to nine learning style subareas under the broad categories of cognitive style, social style, and expressive style.

Administered by: Participant (may need assistance with computer operation)

Interpretation by: Instructor

Special Coursework or Certification Required for Administration or Interpretation: None

Approximate Cost: $35.00 for one microcomputer program

Time Required: 20 to 30 minutes

Used During Week Number: Six

Can Be Obtained From:
Education Activities, Inc.
P.O. Box 392
Freeport, NY 11520
1-800-645-3739

2. Career Interest Inventories:

a. Instrument: COPSystem Interest Inventory

Purpose: COPS is designed to help participants plan a career by helping to define the kinds of work they are interested in doing. The COPS compares the relative strengths of the participant's interests in activities performed in many different occupations. The interest scores are related to eight occupational clusters.

Administered by: Vocational counselor or instructor

Interpretation by: Vocational counselor

Special Coursework or Certification Required for Administration or Interpretation: None

Approximate Cost: 25 tests for $9.00

Time Required: 30 minutes

Used During Week Number: Five

Can Be Obtained From:
Edits
Educational and Industrial Testing Services
P.O. Box 7234
San Diego, CA 92107

b. Instrument: Career Assessment Inventory (CAI), The Enhanced Version, 1986

Purpose: This vocational interest assessment tool is designed for individuals planning to enter occupations requiring a four-year college degree or less. The CAI was developed primarily for use in high schools, technical institutes, and community colleges with individuals who want immediate career entry or those who plan to enter occupations requiring some postsecondary education. The CAI helps participants better understand how their interests fit into the world of work and helps them understand how their interests compare to the interests of others.

Administered by: Vocational counselor

Interpretation by: Vocational counselor

Special Coursework or Certification Required for Administration or Interpretation: None

Approximate Cost: Profile Report, Mail-In Scoring 5-29, $3.45 each; 30-49, $3.15 each. The color-coded Profile Report, provided in duplicate, graphically presents the scores on each scale. On the reverse side is printed interpretive information to be shared with the participant.

Time Required: 30 minutes

Used During Week Number: Four (administered), five (interpreted)

Note: Immediate scoring and reporting is available via Arion II teleprocessing. Microtest Assessment software is also available.

Can Be Obtained From:
National Computer Systems
P.O. Box 1294
Minneapolis, MN 55440
1-800-328-6759

3. **Personality Assessments:**

a. Instrument: Personal Profile

Purpose: The Personal Profile system presents a plan to help the participant understand self and others in the work environment. They learn about the differences in others and about the environment they require for maximum productivity and harmony in the work organization. The four goals of this instrument are: identify your work behavioral style; create the motivational environment most conducive to success; increase your appreciation of different work styles; identify and minimize potential conflicts with others.

Administered by: Certified associate

Interpretation by: Certified associate

Special Coursework or Certification Required for Administration or Interpretation: Consultant certified by the Carlson Learning Company, Minneapolis, MN.

Approximate Cost: $8.00 each

Time Required: One-half hour for administration, three to six hours for interpretation

Used During Week Number: Two

Can Be Obtained From:
An Associate of
Carlson Learning Company
12755 State Highway 55
Minneapolis, MN 55441
(612) 559-7480
Or contact:
Donna Boben (Certified Associate), (612) 426-2751

b. Instrument: Myers-Briggs Type Indicator (MBTI)

Purpose: The MBTI is a measure of personality dispositions and interest based on Carl Jung's theory of types. It characterizes individuals according to their style of gathering information, drawing conclusions, and relating to the world around them. It facilitates decision-making involving employment, education, and many areas of interpersonal relations.

Administered by: Vocational counselor or instructor

Interpretation by: A certified counselor with MBTI training

Special Coursework or Certification Required for Administration or Interpretation: The APT MBTI Training Program

Approximate Cost: Mail-in scoring for Profile Report (prepaid) 5-29 at $3.95 each; reusable test booklets, package of 25 at $10.00.

Time Required: 30 minutes

Used During Week Number: Three

Note: Software is available for administering, scoring, and reporting the results of the MBTI on an IBM PC or IBM-compatible computer, cost $200.00.

Can Be Obtained From:
Consulting Psychologists Press, Inc.
577 College Avenue
Palo Alto, CA 94306

Or:
National Computer Systems
Professional Assessment Services
P.O. Box 1416
Minneapolis, MN 55440

c. Instrument: Please Understand Me: Character and Temperament Type

Purpose: This computerized version of the MBTI measures personality characteristics, career strengths and weaknesses, and interpersonal relationships. Provided in this program is the Keirsey Temperament Sorter which delivers a computerized analysis of the personality in terms of the four basic temperaments and 16 character types.

Administered by: Participant (may need assistance with computer operation)

Interpretation by: Instructor or certified counselor with MBTI training

Special Coursework or Certification Required for Administration or Interpretation: None

Approximate Cost: $89.00

Time Required: 20 to 30 minutes

Used During Week Number: Four

Can Be Obtained From:
Cambridge Career Products
#2 Players Club Drive
Charleston, WV 25311
(304) 344-8550

General Aptitude Test Battery

G - **Intelligence:** General learning ability. The ability to "catch on" or understand instructions and underlying principles; the ability to reason and make judgements. Closely related to doing well in school. Measured by Parts 3, 4, and 6.

V - **Verbal Aptitude:** The ability to understand meaning of words and to use them effectively. The ability to comprehend language, to understand relationships between words and to understand meaning of whole sentences and paragraphs. Measured by Part 4.

N - **Numerical Aptitude:** Ability to perform arithmetic operations quickly and accurately. Measured by parts 2 and 6.

S- **Spatial Aptitude:** Ability to think visually of geometric forms and to comprehend the two-dimensional representation of three-dimensional objects. The ability to recognize the relationships resulting from the movement of objects in space.

P - **Form Projection:** Ability to perceive pertinent detail in objects or in pictorial or graphic material. Ability to make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines. Measured by Parts 5 and 7.

Q - **Clerical Perception:** Ability to perceive pertinent detail in verbal or tabular material. Ability to observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation. A measure of speed of perception which is required in many industrial jobs even when the job does not have verbal or numerical content. Measured by Part 1.

K - **Motor Coordination:** Ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed. Ability to make a movement response accurately and swiftly. Measured by Part 8.

F - **Finger Dexterity:** Ability to move the fingers, and manipulate small objects with the fingers, rapidly or accurately. Measured by Parts 11 and 12.

Reprinted from *Project Discover: Handbook and Curriculum Guide* with permission of Anoka Technical Institute, Anoka, Minnesota.

M - **Manual Dexterity:** Ability to move the hands easily and skillfully. Ability to work with the hands in placing and turning motions. Measured by Parts 9 and 10.

The General Aptitude Test Battery is comprised of three factors. The Cognitive Factor is measured by Parts 2, 3, 5, and 6. The Perceptual Factor is measured by Parts 1, 3, 5, and 7. (Part 3, Spatial, contributes to both the Cognitive and Perceptual Factors.) The Psychomotor Factor is measured by Parts 8, 9, 10, 11, and 12.

Assessment Instruments

Sample

Assessment Timetable

Time of Administration	Ability or Aptitude Test	Career Interest Inventory	Personality Assessment
During the Information Session	Administer the ASSET		
Week 1	Interpret the ASSET		
Week 2	Administer GATES and CAPS; Interpret GATES		Administer and Interpret Personal Profile
Week 3	Interpret the CAPS		Administer Please Understand Me
Week 4		Administer CAI	Interpret Please Understand Me
Week 5		Administer and Interpret COPS; Interpret CAI; MCIS (optional)	
Week 6			Administer and Interpret Learning Styles Inventory
Week 7			
Week 8	Retake GATES and/or ASSET. Compare results.		

Reprinted from *Project Discover: Handbook and Curriculum Guide* with permission of Mary Readel, Curriculum Coordinator, Anoka Technical Institute.

Personality Mosaic

Directions: Circle the numbers of statements that clearly feel like something you might say or do or think -- something that feels like *you*.

1. It's important for me to have a strong, agile body.
2. I need to understand things thoroughly.
3. Music, color, beauty of any kind can really affect my moods.
4. People enrich my life and give it meaning.
5. I have confidence in myself that I can make things happen.
6. I appreciate clear directions so I know exactly what to do.
7. I can usually carry/build/fix things myself.
8. I can get absorbed for hours in thinking something out.
9. I appreciate beautiful surroundings; color and design mean a lot to me.
10. I love company.
11. I enjoy competing.
12. I need to get my surroundings in order before I start a project.
13. I enjoy making things with my hands.
14. It's satisfying to explore new ideas.
15. I always seem to be looking for new ways to express my creativity.
16. I value being able to share personal concerns with people.
17. Being a key person in a group is very satisfying to me.
18. I take pride in being very careful about all the details of my work.
19. I don't mind getting my hands dirty.

Reprinted from Betty Neville Michelozzi, *Coming Alive from Nine to Five: The Career Search Handbook* with permission of Mayfield Publishing Company, 1980.

20. I see education as a lifelong process of developing and sharpening my mind.

21. I love to dress in unusual ways, to try new colors and styles.

22. I can often sense when a person needs to talk to someone.

23. I enjoy getting people organized and on the move.

24. A good routine helps me get the job done.

25. I like to buy sensible things I can make or work on myself.

26. Sometimes I can sit for long periods of time and work on puzzles or read or just think about life.

27. I have a great imagination.

28. It makes me feel good to take care of people.

29. I like to have people rely on me to get the job done.

30. I'm satisfied knowing that I've done an assignment carefully and completely.

31. I'd rather be on my own doing practical, hands-on activities.

32. I'm eager to read about any subject that arouses my curiosity.

33. I love to try creative new ideas.

34. If I have a problem with someone, I prefer to talk it out and resolve it.

35. To be successful, it's important to aim high.

36. I prefer being in a position where I don't have to take responsibility for decision.

37. I don't enjoy spending a lot of time discussing things. What's right is right.

38. I need to analyze a problem pretty thoroughly before I act on it.

39. I like to rearrange my surroundings to make them unique and different.

40. When I feel down, I find a friend to talk to.

41. After I suggest a plan, I prefer to let others take care of the details.

42. I'm usually content where I am.

43. It's invigorating to do things outdoors.

44. I keep asking "why."

45. I like my work to be an expression of my moods and feelings.

46. I like to find ways to help people care more for each other.

47. It's exciting to take part in important decisions.

48. I'm always glad to have someone else in charge.

49. I like my surroundings to be plain and practical.

50. I need to stay with a problem until I figure out an answer.

51. The beauty of nature touches something deep inside me.

52. Close relationships are important to me.

53. Promotion and advancement are important to me.

54. Efficiency, for me, means doing a set amount carefully each day.

55. A strong system of law and order is important to prevent chaos.

56. Thought-provoking books always broaden my perspective.

57. I look forward to seeing art shows, plays, and good films.

58. I haven't seen you for so long; I'd love to know how you're doing.

59. It's exciting to influence people.

60. When I say I'll do it, I follow through on every detail.

61. Good, hard physical work never hurt anyone.

62. I'd like to learn all there is to know about subjects that interest me.

63. I don't want to be like everyone else; I like to do things differently.

64. Tell me how I can help you.

65. I'm willing to take some risks to get ahead.

66. I like exact directions and clear rules when I start something new.

67. The first thing I look for in a car is a well-built engine.

68. Those people are intellectually stimulating.

69. When I'm creating, I tend to let everything else go.

70. I feel concerned that so many people in our society need help.

71. It's fun to get ideas across to people.

72. I hate it when they keep changing the system just when I get it down.

73. I usually know how to take care of things in an emergency.

74. Just reading about those new discoveries is exciting.

75. I like to create happenings.

76. I often go out of my way to pay attention to people who seem lonely and friendless.

77. I love to bargain.

78. I don't like to do things unless I'm sure they're approved.

79. Sports are important in building strong bodies.

80. I've always been curious about the way nature works.

81. It's fun to be in a mood to try or do something unusual.

82. I believe that people are basically good.

83. If I don't make it the first time, I usually bounce back with energy and enthusiasm.

84. I appreciate knowing exactly what people expect of me.

85. I like to take things apart to see if I can fix them.

86. Don't get excited. We can think it out and plan the right move logically.

87. It would be hard to imagine my life without beauty around me.

88. People often seem to tell me their problems.

89. I can usually connect with people who get me in touch with a network of resources.

90. I don't need much to be happy.

Scoring your answers

Directions: To score, circle the same numbers below that you circled on the Personality Mosaic.

R	*I*	*A*	*S*	*E*	*C*
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36
37	38	39	40	41	42
43	44	45	46	47	48
49	50	51	52	53	54
55	56	57	58	59	60
61	62	63	64	65	66
67	68	69	70	71	72
73	74	75	76	77	78
79	80	81	82	83	84
85	86	87	88	89	90

Now add up the number of circles in each column:

R ____ *I* ____ *A* ____ *S* ____ *E* ____ *C* ____ *totals*

Which are your three highest scores?
1st ____ 2nd ____ 3rd ____

Read on for an explanation of your Personality Mosaic.

Reprinted from Betty Neville Michelozzi, *Coming Alive from Nine to Five: The Career Search Handbook* with permission of Mayfield Publishing Company, 1980.

Interpreting the Results

Directions: Look over the following description of the six components of the Personality Mosaic and see which one fits you best. Does this description agree with your six scores?

1. **Realistic (R)**

   THING person who lives in his/her body
   Independent/practical/physically strong/often aggressive/conservative
   Uses hands/eyes to explore things, achieve
   Uses body skillfully, rather than words, thoughts, or feelings
   Requires physical coordination, strength, agility, logic
   Enjoys risk, excitement, being outdoors, concrete problems, money, using tools large machinery
   Solves problems by doing

2. **Investigative (I)**

   DATA person who lives in his/her mind
   Independent/curious/intellectual/introspective/unconventional
   Uses reading/instruments to explore ideas
   Uses mind/information to achieve, rather than association with people and things
   Requires mental ability, logic, insight
   Enjoys challenge, variety, and complicated, abstract problems
   Solves problems by thinking

3. **Artistic (A)**

   DATA/THING person who lives in his/her mind, body and feelings
   Creative/sensitive/aesthetic/independent/introspective/expressive/unsocial
   Uses hands/eyes/mind to create new things, writings, ways of doing things
   Requires good eyes, ears, intelligence, perception of color, form, sound, and feelings
   Enjoys beauty, unstructured activity, variety, interesting and unusual sights, sounds, textures, people
   Solves problems by creating

Reprinted from Betty Neville Michelozzi, *Coming Alive from Nine to Five: The Career Search Handbook* with permission of Mayfield Publishing Company, 1980.

4. **Social (S)**

PEOPLE person who lives in his/her feelings
Concerned leader/sensitive/humanistic/supportive/responsible
Uses feelings, words, ideas to work with people, rather than physical activity or things
Requires empathy, tact, perceptiveness, insight, genuineness
Enjoys closeness, sharing, groups, unstructured activity, being in charge
Solves problems by feeling

5. **Enterprising (E)**

PEOPLE person who lives in his/her project
Energetic/independent/enthusiastic/confident/dominant/political
Uses mind, words, feelings to deal with people and achieve
Requires sensitivity, insight, assertion, verbal ability, logic
Enjoys organizing, persuading, leading, managing, excitement, variety, status, power, money
Solves problems by risking

6. **Conventional (C)**

DATA person who lives in his/her orderliness
Placid/orderly/careful/accurate
Uses mind, eyes, hands to carry out tasks
Requires logic, care, responsibility
Enjoys order, certainty, security, identifying with power, status
Solves problems by following rules

Values Appraisal Scale

This scale provides a brief, simple means of appraising your values.

Directions:
You will read 100 statements indicative of ten defined values.
If a statement is **definitely true** (DT), circle the 10.
If a statement is **mostly true** (MT), circle the 7.
If you are **undecided** (U) whether a statement is true or false, circle the 5.
If a statement is **mostly false** (MF), circle the 3.
If a statement is **definitely false** (DF), circle the 0.

	DT	MT	U	MF	DF
1. I have a regular physical checkup by my doctor every year.	10	7	5	3	0
2. I will regularly take my children to religious services.	10	7	5	3	0
3. I enjoy attending musical concerts.	10	7	5	3	0
4. It is important to me to have many friends.	10	7	5	3	0
5. I donate to charities that I feel are worthwhile.	10	7	5	3	0
6. I envy the way movie stars are recognized wherever they go.	10	7	5	3	0
7. I would like to have enough money to retire by the time I am 50.	10	7	5	3	0
8. I would rather spend an evening at home with my family than out with friends.	10	7	5	3	0
9. I enjoy making decisions which involve other people.	10	7	5	3	0
10. If I had the talent, I would like to write songs.	10	7	5	3	0
11. I have a close relationship with either my mother or my father.	10	7	5	3	0

Reprinted from G. Kimbrell and B.S. Vineyard, *Succeeding in the World of Work. Student Activity Workbook*, 1975, with permission from Glencoe Division, Macmillan/McGraw-Hill School Publishing Company, 15319 Chatsworth Street, P.O. Box 9609, Mission Hills, California, 91346-9609.

	DT	MT	U	MF	DF
12. I have taught a religious class or otherwise taken an active part in my religion.	10	7	5	3	0
13. I am willing to spend time helping other students who are having difficulty with their studies.	10	7	5	3	0
14. Even at the same salary, I would rather be boss than just another worker.	10	7	5	3	0
15. I have a special appreciation for beautiful things.	10	7	5	3	0
16. If I had the talent, I would like to appear regularly on television.	10	7	5	3	0
17. I would like to counsel people and help them with their problems.	10	7	5	3	0
18. I would enjoy associating with movie stars and other celebrities.	10	7	5	3	0
19. I have a regular dental checkup at least once a year.	10	7	5	3	0
20. I enjoy writing short stories.	10	7	5	3	0
21. I would rather spend a summer working to earn money than to go on a paid vacation.	10	7	5	3	0
22. I like to attend parties.	10	7	5	3	0
23. I think it would be fun to write a play for television.	10	7	5	3	0
24. I believe in a god who answers prayers.	10	7	5	3	0
25. I prefer being an officer than just a club member.	10	7	5	3	0
26. I would spend my last $100 for needed dental work rather than for a week's vacation in my favorite resort.	10	7	5	3	0
27. I enjoy giving presents to members of my family.	10	7	5	3	0
28. If I were a teacher, I would rather teach poetry than mathematics.	10	7	5	3	0

	DT	MT	U	MF	DF
29. I often daydream about things that I would like to have if I had the money.	10	7	5	3	0
30. I enjoy giving parties.	10	7	5	3	0
31. I am willing to write letters for old or sick people.	10	7	5	3	0
32. It would be very satisfying to act in movies or television.	10	7	5	3	0
33. When I am ill, I usually see or call a doctor.	10	7	5	3	0
34. I believe it is important to support one's own religion by giving time or money.	10	7	5	3	0
35. I enjoy taking part in the discussion at the family dinner table.	10	7	5	3	0
36. I enjoy visiting art museums.	10	7	5	3	0
37. I like to write poetry.	10	7	5	3	0
38. I like to be around other people most of the time.	10	7	5	3	0
39. When with a friend, I like to be the one who decides what we will do or where we will go.	10	7	5	3	0
40. Someday I would like to live in a large, expensive house.	10	7	5	3	0
41. I pray to God about my problems.	10	7	5	3	0
42. If I knew a family which had no food for Christmas dinner, I would try to provide it.	10	7	5	3	0
43. I like to spend holidays with my family.	10	7	5	3	0
44. I like to see my name in print (newspapers).	10	7	5	3	0
45. I could rather take a class in freehand drawing than a class in mathematics.	10	7	5	3	0
46. I do not like to spend an entire evening alone.	10	7	5	3	0

	DT	MT	U	MF	DF
47. If the salary were the same, I would rather be a school principal than a classroom teacher.	10	7	5	3	0
48. I have expensive tastes.	10	7	5	3	0
49. I can tell the difference between a really fine painting or drawing and an ordinary one.	10	7	5	3	0
50. If I had regular headaches, I would consult a doctor even if aspirin seemed to lessen the pain.	10	7	5	3	0
51. I have several very close friends.	10	7	5	3	0
52. I expect to provide music lessons for my children.	10	7	5	3	0
53. It is important that grace be said before meals.	10	7	5	3	0
54. I sometimes miss sleep to visit with late company.	10	7	5	3	0
55. I usually get at least eight hours' sleep each night.	10	7	5	3	0
56. I like to design things.	10	7	5	3	0
57. I would like to be looked up to for my accomplishments.	10	7	5	3	0
58. I would feel a sense of satisfaction from nursing a sick person back to health.	10	7	5	3	0
59. I care what significant others think about things I do.	10	7	5	3	0
60. I daydream about making a lot of money.	10	7	5	3	0
61. I like to be the chairperson at meetings.	10	7	5	3	0
62. It is thrilling to come up with an original idea and put it to use.	10	7	5	3	0
63. I believe there is a life after death.	10	7	5	3	0
64. I would welcome a person of another race as a neighbor.	10	7	5	3	0

		DT	MT	U	MF	DF
65.	If I were in the television field, I would rather be an actor than a script writer.	10	7	5	3	0
66.	I enjoy decorating my room at home.	10	7	5	3	0
67.	I enjoy a picnic with my family.	10	7	5	3	0
68.	I want to earn a much higher salary than the average worker.	10	7	5	3	0
69.	I am careful to eat a balanced diet each day.	10	7	5	3	0
70.	I often influence other people concerning their decisions.	10	7	5	3	0
71.	I would like to be written up in Who's Who.	10	7	5	3	0
72.	I read the Bible or other religious writings regularly.	10	7	5	3	0
73.	If I were in the clothing industry, I would enjoy creating new styles.	10	7	5	3	0
74.	I look forward to an evening out with a group of friends.	10	7	5	3	0
75.	When I am with a group of people, I like to be the one "in charge."	10	7	5	3	0
76.	I dislike being financially dependent on others.	10	7	5	3	0
77.	When a friend is in trouble, I feel I must help.	10	7	5	3	0
78.	I love my significant others.	10	7	5	3	0
79.	I never skip meals.	10	7	5	3	0
80.	I have a collection of phonograph records.	10	7	5	3	0
81.	I have a particular friend with whom I discuss my personal problems.	10	7	5	3	0
82.	I believe people were created in God's image.	10	7	5	3	0

	DT	MT	U	MF	DF
83. I enjoy buying clothes for members of my family.	10	7	5	3	0
84. I enjoy having people recognize me wherever I may be.	10	7	5	3	0
85. I like planning activities for others.	10	7	5	3	0
86. I do not smoke.	10	7	5	3	0
87. I feel good when I do things which help others.	10	7	5	3	0
88. Someday, I would like to write a novel.	10	7	5	3	0
89. I would put up with undesirable living conditions in order to work at a job that paid extremely well.	10	7	5	3	0
90. I belong to several clubs and organizations.	10	7	5	3	0
91. If I ask God for forgiveness, my sins are forgiven.	10	7	5	3	0
92. I would enjoy having my picture in the school yearbook more than it has been in the past.	10	7	5	3	0
93. I often organize group activities.	10	7	5	3	0
94. When I see a newly constructed building, I consider its beauty as much as its practical use.	10	7	5	3	0
95. I respect my mother and father.	10	7	5	3	0
96. I like to design or make things that have not been made before.	10	7	5	3	0
97. Some of the hobbies I would like to engage in are quite expensive.	10	7	5	3	0
98. I enjoy classical music.	10	7	5	3	0
99. I would never use potentially harmful drugs because of what they might do to my body.	10	7	5	3	0
100. I am kind to animals.	10	7	5	3	0

Scoring Your Values Appraisal Scale

Directions: For each of the ten values, record the answer you circled for the statements indicated.

Fame	**Money**	**Power**	**Religion**	**Humanism**
Statement #	Statement #	Statement #	Statement #	Statement #
6 ______	7 ______	9 ______	2 ______	5 ______
16 ______	21 ______	14 ______	12 ______	13 ______
18 ______	29 ______	25 ______	24 ______	17 ______
32 ______	40 ______	39 ______	34 ______	31 ______
44 ______	48 ______	47 ______	41 ______	42 ______
57 ______	60 ______	61 ______	53 ______	58 ______
65 ______	68 ______	70 ______	63 ______	64 ______
71 ______	76 ______	75 ______	72 ______	77 ______
84 ______	89 ______	85 ______	82 ______	87 ______
92 ______	97 ______	93 ______	91 ______	100 ______
______ **Total**	______ **Total**	______ **Total**	______ **Total**	______ **Total**

Family	**Health**	**Aesthetic**	**Creative**	**Social**
Statement #	Statement #	Statement #	Statement #	Statement #
8 ______	1 ______	3 ______	10 ______	4 ______
11 ______	19 ______	15 ______	20 ______	22 ______
27 ______	26 ______	28 ______	23 ______	30 ______
35 ______	33 ______	36 ______	37 ______	38 ______
43 ______	50 ______	49 ______	45 ______	46 ______
59 ______	55 ______	52 ______	56 ______	51 ______
67 ______	69 ______	66 ______	62 ______	54 ______
78 ______	79 ______	80 ______	73 ______	74 ______
83 ______	86 ______	94 ______	88 ______	81 ______
95 ______	99 ______	98 ______	96 ______	90 ______
______ **Total**	______ **Total**	______ **Total**	______ **Total**	______ **Total**

Reprinted from G. Kimbrell and B.S. Vineyard, *Succeeding in the World of Work. Student Activity Workbook*, 1975, with permission from Glencoe Division, Macmillan/McGraw-Hill School Publishing Company, 15319 Chatsworth Street, P.O. Box 9609, Mission Hills, California, 91346-9609.

Profile of Values

Directions: Plot your own profile on the graph above by using your total for each value on the previous page.

	Fame ↓	Money ↓	Power ↓	Religion ↓	Humanism ↓	Family ↓	Health ↓	Aesthetics ↓	Creative ↓	Social ↓
100										
95										
90										
85										
80										
75										
70										
65										
60										
55										
50										
45										
40										
35										
30										
25										
20										
15										
10										
5										
0										

Reprinted from G. Kimbrell and B.S. Vineyard, *Succeeding in the World of Work. Student Activity Workbook*, 1975, with permission from Glencoe Division, Macmillan/McGraw-Hill School Publishing Company, 15319 Chatsworth Street, P.O. Box 9609, Mission Hills, California, 91346-9609.

Think About Values

Directions: Before you explore the job, check the values that are important to you. After you explore the job, check the values that are important to the job. Then check those values *where both your answers match.*

	Before	After	Match
Personal	Is this important to you?	Is this important to the job?	
Working by myself			
Clean work area			
Being comfortably dressed			
Having money all the time			
Working around other people			
Social			
Being a leader			
Being loyal to others			
Having as equal a chance as anyone else			
Work			
Knowing that my job is secure			
Good pay			
Good benefits (health insurance, vacation, retirement)			
Being able to move on the job			
Having an "important" job			

Reprinted from *Women in Nontraditional Careers (WINC): Curriculum Guide,* U.S. Department of Labor, Office of the Secretary, Women's Bureau, 1984.

Values Cardsort

Achievement
Adventure
Aesthetics
Belonging

Challenge
Concern for Others
Creativity
Dependence

Emotional Well Being
Health
Honesty
Humor

Independence
Job Satisfaction
Knowledge
Leadership

Love
Loyalty
Morality
Physical Appearance

Pleasure
Power
Recognition
Religious/Faith

Security
Skills
Wealth
Wisdom

Reprinted with permission of the Women's Development Center, Waukesha County Technical College, Pewaukee, Wisconsin.

Rating Your Motivations For Working

Why do people work? For many, a quick answer would be "to earn money." Money, however, isn't likely to be your only motivation for work. For some, it may be no motivation at all. Additional reasons underlie the need to work. People have interests or talents they wish to use. They may have ambition or social concern they need to express. They may wish to be useful, to change the world, to be admired, to be challenged. They may want to create something. Everyone has unique combinations of needs, wants, and values which motivate them to work.

It's important to understand **your** motivations for working in order to be able to identify the occupations which are most likely to satisfy you. The following exercise is designed to help you identify some of the motivations, needs, and values which are important to you.

Directions: Next to each statement below is a space to assess how well the statement applies to you. For example, if the statement is "I want to have my work seen and admired by others," circle "4" or "5" if respect and recognition from others are very important to you. circle "1" or "2" if your own approval of what you do provides you sufficient satisfaction. Try to avoid rating too many questions in the middle of the continuum; you will not get a clear picture of your motivations and values if most of your answers fall in the middle. Choose the response that most closely identifies your feelings.

SD - Strongly Disagree
D - Disagree
I - Indifferent
A - Agree
SA - Strongly Agree

Rate yourself as thoughtfully as you can. There are no right or wrong answers. The best answer is what is true for you as you respond to each statement.

	SD	D	I	A	SA
Recognition (getting respect, prestige, social approval)					
1. I want to have my work recognized and valued by others.	1	2	3	4	5
2. It is important to me to be acknowledged by others in my field.	1	2	3	4	5
3. The things people say and think about me are important to me.	1	2	3	4	5
4. I want to work for a well-known company.	1	2	3	4	5
5. A title is important to me.	1	2	3	4	5
6. Promotions are important to me.	1	2	3	4	5

Reprinted by permission of Lakewood Community College, White Bear Lake, Minnesota.

	SD	D	I	A	SA
Achievement (attaining mastery of a field, self-advancement, growth)					
1. I enjoy seeing the results of my efforts.	1	2	3	4	5
2. I like to work toward broad and important goals.	1	2	3	4	5
3. I am most satisfied if I have a chance to learn from what I do.	1	2	3	4	5
4. It is important to me that my work lead to better opportunities.	1	2	3	4	5
5. I like to have a sense of accomplishment at the end of the day.	1	2	3	4	5
6. When I do something, I like to do it well.	1	2	3	4	5
Dominance (exercising leadership, directing, having power and influence over others)					
1. I like to use my leadership abilities.	1	2	3	4	5
2. I enjoy planning and organizing things.	1	2	3	4	5
3. I feel good about myself when I am responsible for large enterprises.	1	2	3	4	5
4. I get a feeling of satisfaction from directing and supervising other people's work.	1	2	3	4	5
5. I like to direct the efforts of a group.	1	2	3	4	5
6. I like to see things happen, change, and develop as a result of my efforts.	1	2	3	4	5
Social Welfare (doing something which has meaning for others; working for society or another person's benefit)					
1. I like the feeling of helping someone directly.	1	2	3	4	5
2. I would be happiest working in a service organization.	1	2	3	4	5
3. I like to help other people solve their problems.	1	2	3	4	5
4. I want the job I do to make life better for people.	1	2	3	4	5
5. Doing work that gives me a chance to help many people in need is important to me.	1	2	3	4	5
6. I want to use my energies and abilities to help make the world a better place to live in.	1	2	3	4	5
Self-expression (working in an area particularly suited to the development of one's abilities)					
1. I like to test myself on the job to confirm my sense of who I really am and what I am good for.	1	2	3	4	5
2. I have a feeling I would really grow if I got into the right work.	1	2	3	4	5
3. I feel that a lot of my natural talent if being wasted when I'm not working.	1	2	3	4	5
4. Being able to express myself is important to me.	1	2	3	4	5
5. I would like the opportunity to try out some of my own ideas.	1	2	3	4	5
6. I want to grow as a person and develop my abilities.	1	2	3	4	5

	SD	D	I	A	SA
Money (meeting material needs)					
1. I base my job decisions on the amount of salary and fringe benefits.	1	2	3	4	5
2. I would not take a job at a low salary in order to get a start in work I really want.	1	2	3	4	5
3. I think I tend to measure my worth as an employee according to my salary.	1	2	3	4	5
4. It is important to me to have as high an income as possible.	1	2	3	4	5
5. Getting money and material things is very important to me.	1	2	3	4	5
6. It is important to me to be financially secure.	1	2	3	4	5
Work Ethic (believing that work brings pleasure and satisfaction)					
1. I believe that work builds character.	1	2	3	4	5
2. After several days of leisure, I feel guilty about work I might have done.	1	2	3	4	5
3. I feel guilty if I take time out for leisure activities when I see others around me working hard.	1	2	3	4	5
4. Everyone should work to give back to society all she/he takes.	1	2	3	4	5
5. I enjoy working.	1	2	3	4	5
6. I have trouble relaxing when I'm on vacation.	1	2	3	4	5
Independence (being free from supervision and restriction)					
1. I need the feeling that I can depend on myself for a decent living wage.	1	2	3	4	5
2. I want to have some part of my life that is independent of others.	1	2	3	4	5
3. I like the feeling of being independent.	1	2	3	4	5
4. I feel other people are better off when I rely on myself rather than them.	1	2	3	4	5
5. I like to do things on my own without having to follow a lot of orders and directions.	1	2	3	4	5
6. I welcome the chance to make my own decisions.	1	2	3	4	5
Creativity (contributing new ideas, being original, and inventive)					
1. I'm proud of my ability to offer new ideas in many situations.	1	2	3	4	5
2. I like to use my problem-solving ability.	1	2	3	4	5
3. I like to come up with a new way to handle an old problem or implement a more efficient approach or technique.	1	2	3	4	5
4. I like to tackle problems others prefer to avoid.	1	2	3	4	5
5. I like to try out original solutions rather than rely on conventional tactics and established procedures.	1	2	3	4	5
6. I spend time thinking of better ways to do things.	1	2	3	4	5

	SD	D	I	A	SA
Challenge (handling difficult or complex work)					
1. Easy work bores me and hard work stimulates me.	1	2	3	4	5
2. If there is a difficult problem, I have an urge to tackle it.	1	2	3	4	5
3. I want the work world to offer me the satisfaction of solving tough problems.	1	2	3	4	5
4. Without challenging work, I feel unused and unfulfilled.	1	2	3	4	5
5. I like to work on assignments that require real learning and effort.	1	2	3	4	5
6. I find it exciting to try to do something difficult.	1	2	3	4	5
Interpersonal Relations (being with other people)					
1. I want the opportunity to be with people who share my interest.	1	2	3	4	5
2. I like being "where the action is."	1	2	3	4	5
3. I like the feeling of being part of a group or a working team.	1	2	3	4	5
4. I feel best when I'm with other people.	1	2	3	4	5
5. I think that working enriches my life with interesting friends.	1	2	3	4	5
6. I enjoy the opportunity to meet other people.	1	2	3	4	5
Variety (preferring diverse activities)					
1. I enjoy a variety of challenges, rather than just a single area of concentration.	1	2	3	4	5
2. I love change and variety; they make me feel alive.	1	2	3	4	5
3. I like to be involved in many activities.	1	2	3	4	5
4. I like the opportunity to work on new projects.	1	2	3	4	5
5. I like to have a lot of interaction with different kinds of people.	1	2	3	4	5
6. I dislike doing routine things.	1	2	3	4	5
Interest (finding stimulating activities)					
1. It is very important to me that I enjoy the task I do on my job.	1	2	3	4	5
2. My job should be a primary source of satisfaction to me.	1	2	3	4	5
3. It is important to me to be doing something I really like to do.	1	2	3	4	5
4. I want to get a lot of personal satisfaction from my job.	1	2	3	4	5
5. I enjoy being busy with interesting work.	1	2	3	4	5
6. I want to organize my life around interesting projects.	1	2	3	4	5

Directions: Go back to each section and add up your score for each category. Then plot your scores on the graph below. Connect the marks you make to show your profile.

Recognition
Achievement
Dominance
Social Welfare
Self-Expressions
Money
Work Ethic
Independence
Creativity
Challenge
Interpersonal Relations
Variety
Interest

6 9 12 15 18 21 24 27 30

Look at your profile and note which motivations are highest. You will need to be able to satisfy these needs in order to be happy with the career you choose. If there are ties, force yourself to choose the more important (to you).

Finally, fill in the answers below.

My five top motivations for working (in priority order) are:

1.

2.

3.

4.

5.

Work For What??

Self-Assessment (Clarifying Values)

An important component of self assessment is a clarification of values. Analyzing personal priorities is essential to good career planning. The following exercise is a possible beginning point.

Directions: People work for different reasons. You probably have many motivations for working. Below are some statements that express some of the reasons that people work. **If a statement is somewhat true for you, place a (1) before it. If it is very true, place a (2) before it.**

______ I would like to use my abilities.

______ I would like my friends and family to see me as more than "just-a-homemaker."

______ I want to learn new things.

______ I want to get out of the house--I need a change.

______ I would like to use my education and training.

______ A job would give me a better chance to meet new people.

______ A job's the next logical step after school.

______ A job will get me into the mainstream again.

______ I would like the prestige of a good career.

______ I enjoy doing a variety of different things.

______ I enjoy the feeling of having done a good day's work.

______ I want to see how much I can accomplish.

______ I have a responsibility to make the world a better place.

Reprinted with permission from Jean Henderson, Gateway Technical College, Kenosha, Wisconsin.

______ I want the fringe benefits that a good job offers.

______ My friends and family expect me to get a job. I wouldn't feel right not supporting myself and/or my family.

______ I want to have the things that a job with a decent salary can provide.

______ Most of my friends work, and I'd feel left out if I weren't.

______ I want to improve and feel like I'm growing/changing.

______ I think I would be a better parent (and/or partner) if I were doing some work that is challenging and stimulating.

______ I don't want to depend on others for my income.

______ I want and need the income of a good-paying job.

______ I feel isolated by being home all day.

______ My children don't need me to be home all day and I feel useless.

______ I need a structure to my day--work fills up my time.

______ People should work--that's what we're meant to do.

______ Others . . . . ?

Of the 25 listed, how many did you indicate? More than half? Perhaps you expect much from your work . . . This may be quite appropriate--- but RECOGNIZE--- these attractive work conditions also require much, and you'll face competition. Others likely will also desire them--to meet their needs and wants.

MORAL: Be prepared--- to meet the needs and wants you have in working.

Work Values

Directions: Rate each statement as follows:

5 = absolutely essential
4 = very important
3 = important
2 = not very important
1 = not important

I need a job in which I . . .

______ 1. . . . feel I am making a contribution to society.

______ 2. . . . will receive recognition for my achievements.

______ 3. . . . can take more and more responsibility.

______ 4. . . . help others solve their problems.

______ 5. . . . create new things.

______ 6. . . . gain attention for my work.

______ 7. . . . compete with others for sales/achievements.

______ 8. . . . am paid according to how much I produce (e.g., sales).

______ 9. . . . feel close personal relationships with people with whom I work.

______ 10. . . . work primarily alone.

______ 11. . . . work with several other people.

______ 12. . . . do not have to work under stress.

______ 13. . . . work under stress to produce a product.

______ 14. . . . work part-time.

______ 15. . . . work full-time.

Reprinted from *Opening the Door to Opportunity: A Manual for Displaced Homemaker Programs* by permission of Career Concepts, P. O. Box 54, Northport, Alabama 35476.

_______ 16. . . . will work only temporarily.

_______ 17. . . . can be assured of work on a permanent basis.

_______ 18. . . . remain in the same geographic area (don't have to move).

_______ 19. . . . will move to a larger city.

_______ 20. . . . will move to a more rural area.

_______ 21. . . . work with a minimum of direction from a supervisor.

_______ 22. . . . have structured guidelines for work.

_______ 23. . . . have flexible hours.

_______ 24. . . . feel challenged to accomplish more.

_______ 25. . . . manage other people.

_______ 26. . . . work outside more than inside.

_______ 27. . . . work inside all the time.

_______ 28. . . . do manual, physical work.

_______ 29. . . . wear nice clothes to work.

_______ 30. . . . can dress casually for work.

_______ 31. . . . meet many new people.

_______ 32. . . . have the assurance that my job will not be terminated because of cutbacks.

_______ 33. . . . am respected for the type of work I do.

_______ 34. . . . do basically the same routines every day.

_______ 35. . . . work with different kinds of projects.

_______ 36. . . . have pleasant, attractive working conditions.

Reprinted from *Opening the Door to Opportunity: A Manual for Displaced Homemaker Programs* by permission of Career Concepts, P. O. Box 54, Northport, Alabama 35476.

_______ 37. . . . work with and for people whom I respect.

_______ 38. . . . can advance to higher positions in a reasonable time.

_______ 39. . . . instruct other people.

_______ 40. . . . have an opportunity for further training or education.

_______ 41. . . . don't have to worry about any more training.

_______ 42. . . . have a supervisor who is fair.

_______ 43. . . . expect reasonable periodic increases in salary.

_______ 44. . . . can expect to make a large salary annually.

_______ 45. . . . am challenged by new responsibilities.

_______ 46. . . . can make decisions which affect policy.

_______ 47. . . . can expect ethical conduct from people with whom I work.

_______ 48. . . . have job duties that are usually the same.

_______ 49. . . . know that other people see my job as important.

_______ 50. . . . feel that my job is important.

_______ 51. . . . care for people who have suffered tragedies.

_______ 52. . . . can move up rapidly in the business.

_______ 53. . . . can begin this job without much delay.

_______ 54. . . . won't have to do tiring physical work.

_______ 55. . . . have control of decisions made about my job.

_______ 56. . . . can be completely my own boss.

Reprinted from *Opening the Door to Opportunity: A Manual for Displaced Homemaker Programs* by permission of Career Concepts, P. O. Box 54, Northport, Alabama 35476.

_______ 57. . . . have significant vacation time.

_______ 58. . . . deal with people more than things or ideas.

_______ 59. . . . deal with ideas more than things or people.

_______ 60. . . . deal with things more than people or ideas.

_______ 61. . . . am praised for my work.

_______ 62. . . . can work to gain status among others.

_______ 63. . . . teach others better ways of doing things.

_______ 64. . . . am free to express my ideas.

_______ 65. . . . can avoid unsafe or hazardous situations.

_______ 66. . . . can take time off when I need to without problems.

_______ 67. . . . organize activities and administer projects.

_______ 68. . . . can do work at home rather than go into an office.

_______ 69. . . . can work with budgets/finances.

_______ 70. . . . can be in charge.

_______ 71. . . . feel a part of a team effort.

_______ 72. . . . can work independently.

_______ 73. . . . have a nearly stress-free job.

_______ 74. . . . enjoy the freedom to create new procedures.

_______ 75. . . . can feel that I am able to advance without barriers.

Reprinted from *Opening the Door to Opportunity: A Manual for Displaced Homemaker Programs* by permission of Career Concepts, P. O. Box 54, Northport, Alabama 35476.

Additional Resources

Print

Holland, John. (1973). Making Vocational Choices; A Theory of Careers. Englewood Cliffs, NJ: Prentice-Hall.

Jung, Carl G., (von Franz, M.L., Henderson, Joseph L., Jacobi, Jolande and Jaffe, Aniela.) (1964). Man and his symbols. New York: Doubleday and Company, Inc.

Keirsey, David and Bates, Marilyn. (1978). Please understand me: Character and temperament types. Del Mar, CA: Prometheus Nemesis Book Company, Inc.

Lawrence, Gordon. (1982). People types and tiger stripes: A practical guide to learning styles, 2nd ed. Gainesville, Florida: Center for Applications for Psychological Type, Inc..

Mamchur, Carolyn Marie. (1984). Insights: Understanding yourself and others. OISE Press (Ontario Institute for Studies in Education).

Myers, Isabel Briggs with Myers, Peter B. (1980). Gifts differing. Palo Alto, CA: Consulting Psychologists Press, Inc.

Sharp, Daryl. (1987). Personality types: Jung's model of typology, Inner City Books.

Competency 1.0

Skills to develop a positive self-concept.

Indicator 1.05

Demonstrate a realistic understanding of self.

Indicator 1.05: Students will be able to demonstrate a realistic understanding of self.

Time: One hour

Content	Instructional Strategies	Instructional Resources
Defining self based on reality checks	Activity	Bio-Poem
	Handout/discussion	Bio-Poem Sample
	Activity	Identity
	Activity	Connectedness
	Activity	Power

Bio-Poem

Directions: Complete the Bio-Poem by using the words in parentheses. Then follow the instructions that are given below. In most cases each idea will be followed by a semi-colon. When you compete your "bio-poem," you will have defined yourself to some degree in lines between your first and last name.

Start out like this:

Line 1: Michael Dennie
Sibling of . . .

Use this pattern:

Line l: First name, middle name ...;
Line 2: (Sibling of) list names of brothers and sisters;
Line 3: (Lover of) finish this statement;
Line 4: (Most conscious of) indicate one, two, or three ideas that are important to you;
Line 5: (To whom happiness is) finish this statement;
Line 6: Use four adjectives or adjective phrases that you might use to describe yourself;
Line 7: (Hoping for) finish this statement;
Line 8: (Enjoying the sounds of) finish this statement;
Line 9: (Likes to wear) finish this statement ...What clothing do you feel
most comfortable wearing?;
Line 10: (Resident of) indicate city, write the name of the street;
Line 11: Use just your last name.

Example:

Michael Dennie,
Father of Dennie, Lisel, Sabrina;
Lover of Judith, nature's greenery;
Most conscious of wealth--poverty, gluttony--starvation;
To whom happiness is a wide-eyed child staring at a smiling pumpkin;
Proud, humble, arrogant, honest;
Hoping for peace and understanding and full-bellied children;
Enjoying the sounds of small waterfalls through dense-mossed trees and Oregon misting;
Likes to wear blue, whale pins, and colorful hats;
Resident of Lake Oswego, Hemlock;
Wendt.

Reprinted with permission from Michael Wendt, Lakeridge High School, Lakeridge, Oregon.

Sample Bio-Poems

John Bradley;
Son of Robert and Maria;
Lover of beauty, happiness, love, my parents, the sky, sunshine;
Most conscious of appearances and beauty;
To whom happiness comes through hard work with a good pay-off in the end;
Very trusting, emotional, loving, alert;
Enjoying the sounds of laughter and music;
Likes to wear clean, neat clothing;
Resident of Portland, Colonial Court;
Johnson.

Anne Marie;
Sibling of Kathleen, Mark, John, Susan, Stephen, Andrew, Nancy, Paul, Mary, Michael, and Elizabeth;
Lover of people, the ocean, sunshine;
Most conscious of truth;
To whom happiness is winning, good friends, tennis, traveling;
Competitive, athletic, talkative, thoughtful;
Enjoying the sounds of victory, music, newborn babies, ocean;
Likes to wear bathing suits, leotards, deep colors;
Resident of Olympia, Old Line Road;
Granatelli.

James Jeffrey;
Brother of Kevin and David;
Lover of recreation, hunting, the desert;
Most conscious of respect from others;
To whom hapiness is complete with good friends and relatives;
Strong-willed, disciplined, competitive;
Enjoying wind howling on deserted desert and wilderness;
Likes to wear old Levis, chamois shirts;
Resident of Seattle, Shoreline Road;
Auffendexter.

Reprinted with permission from Michael Wendt, Lakeridge High School, Lakeridge, Oregon.

Identity

Directions: Each stem is typed or written on a 3 X 5 card. Participants draw a card and then have the option to either complete the stem or replace the card and draw another.

- My favorite _____ is _____.
- If I could have one wish, it would be _____.
- I'm happiest when I _____.
- I feel the saddest when _____.
- I feel most important when I _____.
- One question I have about life is _____.
- I get angry when _____.
- A fantasy I enjoy is _____.
- A thought I keep having is _____.
- When I get angry I _____.
- When I feel sad I _____.
- When I feel scared I _____.
- I get scared when _____.
- Something I want but I'm afraid to ask for is _____.
- I feel brave when _____.
- I felt brave when _____.
- I love to _____.
- I see myself as _____.
- Something I do well is _____.
- I worry about my _____.
- My greatest asset is _____.
- I often think about _____.
- The best thing about being me is _____.
- The worst thing about being me is _____.
- I hate _____.
- I need _____.
- I wonder about _____.
- I wish I had the courage to _____.

Reprinted with permission from Lyn Zais, Midstate Technical College.

Connectedness

Directions: Each stem is typed on a 3 X 5 card. Participants draw a card and have the option to complete the stem or replace the card and draw another.

- People are _____.
- My friends are _____.
- The thing that makes me a good friend is _____.
- The things I look for in a friend are _____.
- Other people make me feel _____.
- I wish people would _____.
- I like people who _____.
- I don't like people who _____.
- I believe _____.
- I value _____.
- I make friends by _____.
- My best friend _____.
- I wish my teacher would _____.
- The other students in this group _____.
- Men _____.
- Women _____.
- People can get to me by _____.
- Teasing people is _____.
- When people tease me, I _____.
- When someone tells me they like me, I _____.
- People like me because _____.
- People think I am _____.
- I think I am _____.
- Someone I'd like to get to know better is _____.
- I like it when somebody says to me _____.
- I wish I had told _____.
- I resent _____ for _____.
- I appreciate _____.
- I demand _____.

Reprinted with permission from Lyn Zais, Midstate Technical College.

Power

Directions: Each stem is typed on a 3 X 5 card. Participants draw a card and have the option to complete the stem or replace the card and draw another.

- Something I do well is _____.
- Something I'm getting better at is _____.
- I can ______.
- I am proud that I _____.
- I get people's attention by _____.
- I get my way by _____.
- My greatest strength is _____.
- I can help other people to _____.
- I taught someone how to ______.
- I need helkp on _____.
- I'm learning to _____.
- I have the power to _____.
- I was able to decide to _____.
- When people try to boss me around, I _____.
- I don';t like people to help me with _____.
- People can't make me _____.
- I get praise from others when I _____.
- People seen to respect me when I _____.
- I want to be able to _____.
- I want to be strong enough to _____.
- I want to be _____.

Reprinted with permission from Lyn Zais, Midstate Technical College.

Competency 2 .0
Overview

Most people experience stress at one time or another, even when things are going fairly well. Stress can influence people positively in that it keeps them sharp and prepared to deal with daily responsibilities. Too much stress, however, can lead to emotional problems and physical symptoms including, among other things, headaches, stomach distress, and sleep disorders.

Single parents and displaced homemakers are especially vulnerable to undue stress. Women as well as men who have been recently widowed or divorced, or who are raising children by themselves, face many insecurities. Financial pressures usually lead other stress factors. Preparing for employment outside the home, worry about lack of job skills and recent job experience, along with handling other personal and business matters compound adjustment to a restructured lifestyle.

Specific techniques can help people deal with stress. The first step, of course, is resolving to help oneself. Participating in classes such as this one represents that first step and leads to more positive outlooks. The class itself provides solutions to problems common to women in similar situations. Activities in this competency introduce participants to basic concepts and strategies which help them define and develop skills in handling emotional situations relevant to career planning. Individuals need these skills to function effectively, whether personally or professionally, throughout their lives. Introducing participants to selected psychological tools will help them maintain a balanced emotional outlook, especially necessary during the struggle to change.

Participants completing Competency 2.0: Skills to Maintain Effective Behaviors will be able to:

2.01: Appropriately express feelings and ideas.
2.02: Identify symptoms of stress.
2.03: Overcome self-defeating behaviors.
2.04: Handle conflict and emotions.
2.05: Identify support and networking arrangements (including role models).
2.06: Manage financial resources.

An especially valuable tool for single parents and displaced homemakers is to establish solid support networks among family, friends, and co-workers. Meeting other individuals in similar situations through class enrollment is one very simple but effective technique to reduce stress. Instructors may find that having people who have "made it," for example, displaced homemakers who have found satisfying employment and who have successfully adjusted to their new responsibilities and lifestyles, provide reassuring role models for participants.

Individuals who are socially isolated suffer greater stress than those who can share their problems. Friends provide comfort by acting as buffers in stressful situations. Talking with someone who understands and cares reduces even great stress. Like developing a more positive self-concept, learning emotional survival techniques renews participants' outlooks, and provides them with interpersonal skills they will need in their careers.

Based on material from:

Barstow, S. (n.d.) Opening the Door to Opportunity: A Manual for Displaced Homemaker Programs. Northport, Alabama: Career Concepts.

Competency 2.0

Skills to maintain effective behaviors.

Indicator 2.01

Demonstrate appropriate interpersonal skills
in expressing feelings and ideas.

Indicator 2.01: Students will be able to demonstrate appropriate interpersonal skills in expressing feelings and ideas.

Time: Two hours

Content	Instructional Strategies	Instructional Resources
Explanation of cognitive therapy	Instructor Notes	The Balancing Act
Practice exercise in implementing cognitive therapy	Activity	Cognitive Therapy Exercise
Answers to cognitive therapy exercise	Handout	Cognitive Therapy Exercise: Rational Responses
Identifying emotions one has in different situations	Activity	What Are Your Feelings?
Need for controlling emotional responses and techniques for overcoming irrational thinking.	Textbook	Other Resources: People Skills by Bolles.

The Balancing Act

Introduction

Statistical evidence and common sense point to the reality that single parents and displaced homemakers face a disproportionate amount of stress in dealing with their life tasks. The responsibilities of supporting a family, running the household and rearing children are taxing even for two parents. When these duties must be assumed by a single parent the burden can be staggering. Despite the challenges of single parenting many women (and men) manage to do the job well.

One of the factors that affect the single parent's coping ability is her/his feeling of self-esteem. If a person can see herself/himself as a competent, and worthy human being with options and possibilities she/he will be able to face the responsibilities of life with more emotional tranquility. Single parents need to be equipped with psychological techniques that may help them maintain a balanced, emotional outlook as they cope with the decisions and responsibilities peculiar to their life situation.

One cannot always change the circumstances of life but one does have some control over the way she/he reacts to life situations. She/he does have the power to monitor internal conversation and try to talk to her/himself as rationally as possible about life's dilemmas. Self-talk is a constant in human life; one spends more time talking to oneself than to anyone else. Almost without interruption the individual carries on a private dialogue in her/his own brain about what is happening in life. The more rational the self-talk the more inner peace one will experience.

Unfortunately much self-talk which is programmed into the mind is irrational. This leads to a state whereby the individual's rational system may be overpowered by her or his emotional system. Instead of experiencing a balance between

Reprinted from *Single Parent/Homemaker Training for Life Skills Handbook: Final Report*, June, 1987, by permission of the Kentucky Department for Adult and Technical Education, Frankfort, Kentucky.

rationality and emotionality, one's emotional functioning may be so intense as to interfere with his or her rational functioning. The illustrations below distinguish between balanced and unbalanced psychological functioning:

Rationality	Emotionality

Rational and emotional functioning are balanced.

Rationality	Emotionality

Rationality is overwhelmed by emotionality. An individual is ruled by emotions rather than intellect.

Cognitive Therapy equips one with a psychological strategy that may help maintain a balanced outlook while coping with life tasks as a single mother and/or displaced homemaker.

Cognitive Therapy: A Brief Explanation of Theory

Cognitive therapy is based on the idea that a feeling such as anxiety or depression does not simply "exist" but that feelings are caused by the way one thinks about what happens to him or her. An individual often believes his or her feelings are caused by situations or life events. Cognitive therapy refutes this common belief by emphasizing that events or situations do not cause feelings, but rather the thoughts or interpretations of those events are the true cause of any resulting feelings. The basic principles can be summarized as follows:

- Some life event or situation impinges upon the individual.
- A life event is interpreted by engaging in some form of self-talk or internal dialogue. This conversation is usually filled with illogical sentences.
- A certain feeling or mood is experienced by the individual. It is important to note that this feeling is created by one's thoughts or perceptions and not by the actual event. All experiences are processed through the brain before one experiences any emotional reaction.

Negative emotions such as depression, excessive unhappinesss and low self-esteem result when a person repeats illogical sentences or cognitive distortions to him/herself in the force of certain life events. Ten cognitive distortions which underlie most negative emotions are provided below:

- **All-or-nothing thinking**: You see things in black-and-white categories. You see life as either 0 or 10. Life is either perfect or it is not worth living. You can't accept the reality that most of life is lived somewhere between 0 and 10.

- **Overgeneralization**: You see a single negative event as a never ending pattern of defeat.

- **Mental filter**: You pick out a single negative detail and dwell on it exclusively so that your vision of all reality becomes darkened. Like a child on Christmas morning holding a great number of beautiful toys yet crying inconsolably all day because she/he can only think about the one toy he/she did not get.

- **Disqualifying the positive**: You reject positive experiences by insisting they "don't count" for some reason or other. In this way, you can maintain a negative belief that is contradicted by your everyday experiences. You refuse to accept compliments.

- **Jumping to conclusions**: You make a negative interpretation even though there are no definite facts that convincingly support your conclusion.

    - Mind reading. You arbitrarily conclude that someone is reacting negatively to you, and you don't bother to check this out.

    - The Fortune Teller Error. You anticipate that things will turn out badly, and you feel convinced that your prediction is an already established fact.

- **Magnification (catastrophizing or mininization)**: You exaggerate the importance of things (such as your goof-up or someone else's achievement), and you inappropriately shrink things until they appear tiny (your own desirable qualities or other fellow's imperfections). This is also called the "Binocular trick."

- **Emotional reasoning**: You assume that your negative emotions necessarily reflect the way things really are: "I feel it, therefore it must be true."

- **Should statements**: You use many statements containing words like "should," "shouldn't," "must," "ought," "have to." When these "absolutes" are used against self the emotional consequence is guilt. When you direct "should" statements toward others, you feel anger, frustration and resentment.

- **Labeling and mislabeling**: This is an extreme form of overgeneralization. Instead of describing your error, you attach a negative label to yourself: "I'm a loser." When someone else's behavior rubs you the wrong way, you attach a negative label to that person, "He/She's a no good louse." Mislabeling involves describing an event with language that is highly colored and emotionally loaded.

- **Personalization**: You see yourself as the cause of some negative external event which in fact you were not primarily responsible for. If something goes wrong, you blame yourself.

Cognitive Theory

10 common cognitive distortions:

- All-or-nothing thinking
- Overgeneralization
- Mental filter
- Disqualifying the positive
- Jumping to conclusions
- Magnification
- Emotional reasoning
- Should statements
- Labeling and mislabeling
- Personalization

Reprinted from Single Parent/Homemaker Training for Life Skills Handbook: Final Report, June, 1987;, by permission of the Kentucky Department for Adult and Technical Education, Frankfort, Kentucky.

Cognitive Therapy Exercise

Directions: This exercise illustrates how one might apply the technique of rational self-talk in a specific situation. This process involves tracking one's thoughts and feelings about a given life event.

Situation: A young working single mother has just called a counselor and made an appointment to talk about enrolling in some course work to improve her skills or continue her education. She is having a "panic attack" about the upcoming interview.

Emotions: Specify and rate on an imaginary scale from 1-100 how you would feel if you were in this person's shoes.

1. Anxiety ________
2. Fear ________
3. Depression ________

Automatic Thoughts: Read the following irrational sentences and decide what cognitive distortion is being applied.

- Catastrophizing
- Jumping to conclusions
- Labeling
- Mind reading
- Should statements

______________ 1. "Now I've done it. I stuck my neck out to make this appointment and it will probably turn out to be a disaster."

______________ 2. "This is a waste of time, it will never work out. There are too many problems such as lack of money, babysitters, trying to go to school and work at the same time."

______________ 3. "The counselor will find out what a loser I am for getting pregnant and quitting school at 15."

Reprinted from *Single Parent/Homemaker Training for Life Skills Handbook: Final Report*, June, 1987, by permission of the Kentucky Department for Adult and Technical Education, Frankfort, Kentucky.

_______________ 4. "The counselor will not approve of me when she finds out I have been working as a cocktail waitress in a men's club."

________________5. "I should accept my life situation and stop trying to change things. If I do enroll in a class I must not fail. My father always said, "You shouldn't start something if you aren't going to finish it." It will be terrible if I try this and fail."

Cognitive Therapy Exercise

Rational Responses

Directions: The following are written rational arguments rebutting the irrational and illogical automatic thoughts to the Cognitive Therapy Exercise irrational sentences containing cognitive distortions.

1. When I say to myself that this appointment will probably be a disaster this is simply catastrophizing and blowing things out of proportion. If the interview does not work out it will not be the end of the world. If it does not go well that will be unfortunate, but not catastrophic. I would prefer for the meeting to be wonderful and perfect in every way, but if it is not, I will survive. I may be a bit uncomfortable if I mess up in the interview but after a while I will bounce back. I always have--this is not life threatening.

2. To say things will never work out for me if I try to take a class is jumping to conclusions. I know I have problems such as tuition, babysitters and working to deal with, but to say that these matters cannot be handled is fortune telling. I do not know at this time what the future holds. Maybe I will be able to cope with these problems and maybe I will not. I am just beginning to try to understand what possibilities there are for me and it seems premature to conclude already that I cannot cope. I will think of myself as a student who is just beginning to study a new subject. After time goes by I will know whether or not I can cope. For now, I will just try to get information. I will take one step at a time.

3. When I call myself a loser, I am using the cognitive distortion of labeling. I am not a loser, I am a person who became pregnant and quit school at 15. My becoming pregnant and quitting school are only parts of my total life experience. I am much more than any one of my individual characteristics or experiences. When I apply the label "loser" to myself I am blowing everything out of proportion. I am assigning to my very being a characteristic or experience that describes only one aspect of my humanity. The total me - the essence of me - consists of my traits, qualities and experiences of which "quitting school" and "being pregnant at 15" are only a part. There is the "responsible me," "the kind me," "the generous me," "the laughing me," "the sexual me," "the philosophical me," "the friendly me," etc.

   I will try to accept the total me - both the good parts and the bad parts. I will try to own and accept all of me including my mistakes. Why should I disown the negative things in my life? I have grown from my problems. Indeed, I am a more sensitive and insightful person as a result of my struggles.

Reprinted from *Single Parent/Homemaker Training for Life Skills Handbook: Final Report*, June, 1987, by permission of the Kentucky Department for Adult and Technical Education, Frankfort, Kentucky.

4. Saying that the counselor will not approve of me when she finds out I have been a cocktail waitress in a men's club is mind reading. I really do not know what might go on in her mind. If she thinks well of me and likes me, that's fine. If she does not like me, that's still OK. I would prefer to be loved and approved of by her and everyone else, but it is not catastrophic if I am not. It is unrealistic to believe that everyone will always like me. No person in the history of the world has been loved and approved of by everyone at all times for everything they did - and I am not going to be the first human to achieve this lofty goal. Some people will like me and some people will not. I do not like everyone equally; I like some better than others. It will not be terrible and awful if the counselor does not approve of me; it will just be inconvenient, not life threatening.

5. To say that I should accept my fate and not try to take a class is a "should" statement. Should statements are inherently illogical. To say a thing "should" or "ought to be" one way or another does not make sense. If something should be a certain way, it would be that way; there would be no alternative. The fact is that I am restless in my life at this time and I have the desire and urge to try to better myself. Whether or not this urge should or should not be in my heart is irrelevant - I do in fact have this desire and that's that.

   A more appropriate way to say that I must not fail if I begin this project would be as follows: "I would prefer to do well in this class; it would indeed be wonderful and marvelous to do well, but I do not have to. It would be nice if things turn out well for me but if they do not that will not be awful and terrible - just inconvenient." For me to say I want to do well is logical; to say I have to do well is illogical. I cannot control the outcome of everything that happens in my life. I may succeed in this project and I may fail. Just because I want to succeed does not imply that I should, ought, must, or have to succeed. Even if I do fail in this project does not mean that I am a failure at life. I will not be any less "worthy" as a human being if I try the class and then decide to discontinue. My worth is not bound up with my behavior - "I am worthwhile just because I exist."

   Much unhappiness in life is caused from converting our wants into demands, such as "I want to be a certain way and therefore it must be that way." As we live our life we can never avoid potential unhappiness and personal mistakes. However, by giving ourselves permission to be imperfect and by repeating logical sentences to ourselves instead of irrational sentences, we can usually avoid being desperately unhappy.

What Are Your Feelings?

Directions: Listed below are feelings (emotions) that most people have in different situations. The purpose of this exercise is to help you identify your feelings and become more aware about how you do or do not share them.

For each feeling, draw two X-s and two lines. Let a dotted line represent how often you are aware of experiencing the feeling and a solid line represent how often you disclose the feeling to others.

There may be some variation between awareness and disclosure. For example, I may be frequently aware of feeling confident, but rarely discuss it, as shown below:

Never Rarely Sometimes Frequently
Confident ---X (awareness)
_________X (disclosure)

Whatever you experience, we hope you'll be honest with yourself and accept your feelings as your own. We find it more useful to think of feelings in terms of what is, rather than what should or shouldn't be, what's good or bad.

Feelings	Never	Rarely	Some-times	Fre-quently	**Feelings**	Never	Rarely	Some-times	Fre-quently
loving					sad				
weary					excited				
calm					sympathetic				
angry					fearful				
elated					bored				
jealous					proud				
disappointed					depressed				
grateful					satisfied				
embarrassed					shy				
cautious					lonely				
daring					tender				
confused					solemn				
uneasy					pleased				
sexy					guilty				
frustrated					appreciative				
surprised					happy				
stubborn					contented				

Reprinted from "An Emotional Inventory," *Agape*, January 1976, pp. 28-29, with permission of W. Norman Cooper, Truth Center, Los Angeles, California.

Competency 2.0

Skills to maintain effective behaviors.

Indicator 2.02

Identify symptoms of stress.

Indicator 2.02: Students will be able to identify symptoms of stress.

Time: Two hours

Content	Instructional Strategies	Instructional Resources
Assessment instrument for level of stress.	Activity	Social Readjustment Rating Scale
Understanding stress and the importance of Single Parent/Displaced Homemaker Program in reducing stress	Instructor Notes, lecture/discussion	Stress Management
Assess symptoms of stress; psychological and physical.	Activity	Stress Symptoms
Reducing stress	Brainstorm session of how participants reduce stress in their lives.	Flipchart
Ideas on dealing with tension	Handout, overhead transparencies, discussion	How to Deal With Your Tension
Reactions to topics of stress	Activity	Stress Management
Plan for coping with stress	Activity	Planning Guide to Reduce Stress
Understanding contributors to stress.	Activity	Reviewing Life's Spheres

Page 2 of Indicator 2.02: Students will be able to identify symptoms of stress.

Content	Instructional Strategies	Instructional Resources
Women's health issues: Relaxation techniques.	Brainstorm ideas (also see Indicator 2.04)	Flipchart
Suggested list of additional print resources on stress and stress management	Instructor Resource	Additional Resources: Printed Materials

Social Readjustment Rating Scale

Directions: Read the following life events and check if the life event happened to you recently. For those life events that have occurred, record the mean value score in the far right hand column. Total the score at the end and read the Life Events Social Readjustment Survey and Follow Up to the Social Readjustment Scale activities.

Rank	Check if occurred	Life Event	Mean value	Number of times in past years	Score
1.		Death of spouse	100		
2.		Divorce	73		
3.		Marital separation	65		
4.		Jail term	63		
5.		Death of close family member	63		
6.		Personal injury or illness	53		
7.		Marriage	50		
8.		Fired at work	47		
9.		Marital reconciliation	45		
10.		Retirement	45		
11.		Change in health of family member	44		
12.		Pregnancy	40		
13.		Sex difficulties	39		
14.		Gain of new family member	39		
15.		Business adjustment	39		
16.		Change in financial state	38		
17.		Death of a close friend	37		
18.		Change to a different type of work	36		
19.		Change in number of arguments w/spouse	35		
20.		High mortgage	31		
21.		Foreclosure of mortgage or loan	30		
22.		Change in responsibilities at work	29		
23.		Son or daughter leaving home	29		
24.		Trouble with in-laws	29		
25.		Outstanding personal achievement	28		
26.		Wife begins or stops work	26		
27.		Begin or end school	26		
28.		Change in living conditions	25		
29.		Revision of personal habits	24		
30.		Trouble with boss	23		
31.		Change in work hours or conditions	20		
32.		Change in residence	20		

Reprinted with permission from the *Journal of Psychosomatic Research*, V. 11, pp. 213-218, Thomas H. Holmes and R.H. Rahe, "Social Readjustment Rating Scale," Copyright ©1967, Pergamon Press, Inc.

33.	_____	Change in schools	20	_____	_____
34.	_____	Change in recreation	19	_____	_____
35.	_____	Change in church activities	19	_____	_____
36.	_____	Change in social activities	18	_____	_____
37.	_____	Mortgage or loan less than 10,000	17	_____	_____
38.	_____	Change in sleeping habits	16	_____	_____
39.	_____	Change in number of family get-togethers	15	_____	_____
40.	_____	Change in eating habits	15	_____	_____
41.	_____	Vacation	13	_____	_____
42.	_____	Christmas	12	_____	_____
43.	_____	Minor violations of the law	11	_____	_____
			Total Score:		_____

Life Events Social Readjustment Survey

First, check the life events that occurred during the previous two years. Then circle the **mean value** for each item checked, and add all mean values for a total score. If an event occurred more than once, then multiply the number of occurrences by its mean value. Thus, if you were divorced twice during the two-year period, then the score of **divorce** is 2 x 73 = 146. Add all points in the score column to determine your total score.

Your total score	Your chance of illness or injury	Your level of resistance
150 - 199	Low (9 - 33%)	High resistance
200 - 299	Moderate (30 - 52%)	Borderline resistance
300 or more	High (50 - 86%)	Low resistance - High vulnerability

The more Life Changes a person experiences, the greater his chances of getting ill. Approximately 80% of the people with over 300 Life Change units in the past year get sick in the near future; with 150 to 299 Life Change units, about 50% get sick in the near future; and with less than 150 Life Change units, about 30% get sick in the near future.

Reprinted from *Stressful Life Events: Their Nature and Effects* by R.H. Rahe.

Follow Up To The Social Readjustment Scale

Directions: Determine your total score on the social readjustment scale and compare scores in small groups of 2 - 3 people. Then complete the following statements in small groups and scan the suggestions below for using the scale.

I think my score is ____________________ (high - low).

Because most of my scores are ________________ (high - low), my conclusion is ______________________________.

The item of change I checked on my scale which earned the fewest points was ____.

The least stressful item for me to problem-solve would be ____.

If I were to choose one thing on which to change, it would be ____.

Suggestions for using the Life Events Social Readjustment Rating Scale for the maintenance of personal health and prevention of illness:

1. Become familiar with the life events and the amount of change they require.
2. Put the Scale where you and the family can see it easily several times a day.
3. With practice, you can recognize when a life event happens.
4. Think about the meaning of the event for you and try to identify some of the feelings you experience.
5. Think about the different ways you might best adjust to the event.
6. Take your time in arriving at decisions.
7. If possible, anticipate like changes and plan for them well in advance.
8. Pace yourself. It can be done even if you are in a hurry.
9. Look at the accomplishment of a task as a part of daily living and avoid looking at such an achievement as stopping point or a "time for letting down."
10. Remember, the more change you have, the more likely you are to get sick. Of those people with over 300 Life Change Units for the last year, almost 80% get sick in the near future; with 150 to 299 Life Change Units, about 50% get sick in the near future; and with less than 150 Life Change Units, only about 30% get sick in the near future. The higher your Life Change Score, the harder you should strive to stay well.

Reprinted with permission from the *Journal of Psychosomatic Research*, V. 11, pp. 213-218, Thomas H. Holmes and R.H. Rahe, "Social Readjustment Rating Scale," Copyright ©1967, Pergamon Press, Inc.

Stress Management

Very few people in today's stress-filled world claim not to feel stress. Even when our lives are going fairly smoothly, we still experience the stress of schedules and responsibilities. Some of this stress is beneficial because it keeps us "on our toes" and prepared to deal with daily activities. But failure to successfully cope with stress may result in mental and emotional problems as well as physical problems including headaches, memory loss, gastrointestinal distress, sleep disorders, hair loss, and skin eruptions.

Displaced homemakers, however, usually experience special stresses. Women who have been recently divorced or widowed, sometimes without much warning in either case, are faced with many insecurities. Financial pressures probably head the list of stress factors for displaced homemakers. Adjusting to single life, with or without children, after several years of marriage presents special challenges. Preparing for employment outside the home, worry about lack of job skills and recent job experience, and dealing with personal business matters compound the adjustment to a totally restructured lifestyle.

Displaced homemaker programs provide some very important advantages in helping women deal with stress. First, programs help women become actively involved in solving their own problems. Knowing you have made the first steps in solving your problems, whether they are financial, family-related, or job-related, can mean a more positive outlook and reduced stress.

Second, displaced homemaker programs provide solutions. The variety of needs of displaced homemakers is staggering, but many problems are common to the majority of women. Program administrators know about agencies and organizations that may be able to provide

Reprinted from *Opening the Door to Opportunity: A Manual for Displaced Homemaker Programs* by permission of Career Concepts, P.O. Box 54, Northport, Alabama 35476.

assistance. Most displaced homemaker programs offer helpful programs on everything from stress management to writing a resume. These programs can provide the information necessary for relieving or reducing many types of stresses experienced by displaced homemakers.

Third, group sessions provide the advantages of meeting new people and sharing problems with women who are experiencing similar stresses. Many women, soon after divorce or widowhood, have the feeling that they are completely alone with their problems; that, indeed, other people have never experienced quite the same problems in the same ways. It is usually a relief to know that many other women do share the same problems. There is always comfort in knowing that your problems are not unique. Frequently, displaced homemaker programs involve having newly displace homemakers meet women who have "made it" -- women who have been displaced homemakers, have found employment that provides a reasonable measure of self-sufficiency, and have successfully adjusted to being single. Knowing others who have experienced the same painful adjustments helps provide confidence that you, too, can do the same.

New friends and old friends can provide comfort. Friends can act as a buffer in stressful situations. Talking with someone who understands and cares provides enormous reduction of stress. Socially isolated people suffer much more stress than people who can share their problems with others.

Are You What You Eat?

Nutritional habits seem to have much to do with the amount of stress we feel or, at least, how well we cope with stress. It would be impossible in a short time to discuss fully the effects of all nutrients on the body as they relate to stress.

Reprinted from *Opening the Door to Opportunity: A Manual for Displaced Homemaker Programs* by permission of Career Concepts, P.O. Box 54, Northport, Alabama 35476.

Examining your eating habits to determine if this could be an area which contributes to your stress or if, by making some changes, you might be able to improve your health habits to include better nutritional practices might be helpful.

It is generally accepted that a diet a whole grains, vegetables, fruits, and meats low in fat and cholesterol are most beneficial to your health. This includes avoiding high-fat and highly sweetened foods which contain great amounts of cholesterol and calories and offer low food value. Certain additives, such as caffeine, seem to promote more stress.

In highly stressful times, it seems easier to eat indiscriminately rather that planning nutritious meals. These are the times we tend to eat great amounts of "junk" food rather than healthy foods. Some people, of course, tend to overeat or undereat in times of stress. Overeaters use food as a comfort to replace emotional security or as a crutch or a "feel-good" response. Undereaters simply get so anxious and upset that they physically can't tolerate food, at least not in sufficient amounts. Some people tend to forget to eat when they are upset. Stomach upsets are a common reaction to stress. None of these nutritional responses to stress are healthy.

Take a few minutes to determine if your eating habits have changed as your stress has increased. If so, returning to more healthy eating habits might help relieve some stress. At least, it would ensure a healthier pattern of eating.

Negative Remedies

We should give some attention to ways *not* to deal with stress. One popular method of trying to reduce stress is to attempt to medicate the stress. We all have the feeling that if we could just "take something to make ourselves relax, things

Reprinted from *Opening the Door to Opportunity: A Manual for Displaced Homemaker Programs* by permission of Career Concepts, P.O. Box 54, Northport, Alabama 35476.

would improve. Unfortunately, pills or alcohol may work on a very short-term basis, but the problems caused by this quick fix may result in new problems. No one needs to deal with drug or alcohol dependency. If you already have a problem with either drugs or alcohol, attempt to find professional help. Your programs leaders can refer you to free or low-cost assistance. It will be extremely difficult to deal with other problems before dealing with a dependency problem.

If you do not presently have a drug or alcohol dependency problems, guard the impulse to rely on artificial stress relievers such as pills and alcohol. This is not a long-term answer. It may be necessary, under a doctor's care, to take some kind of medication. But do so with extreme caution and never extend this medication over a longer period of time than is prescribed by your doctor. Do not fall into the habit of changing doctors frequently to get new prescriptions for a drug you have been advised to discontinue.

Sometimes it is very difficult to face problems without artificial assistance, but your help needs to come from other sources rather than drugs or alcohol. Your program leaders are able to help you find the assistance you need, so don't fall into the dependency trap offered by drugs and alcohol.

Reprinted from *Opening the Door to Opportunity: A Manual for Displaced Homemaker Programs* by permission of Career Concepts, P.O. Box 54, Northport, Alabama 35476.

Stress Symptoms

Directions: It's important to learn to recognize your own signs of stress. If you are experiencing some or any of the symptoms below, you should heed the warnings that your body may be giving you. Of course, stress is only one of the possible causes of these symptoms.

Body Symptoms:

_____ Flushing
_____ Sweating
_____ Dry mouth
_____ Shallow breathing
_____ Chest oppression and pain
_____ Heart palpitation
_____ Pounding pulse
_____ Increased blood pressure
_____ Headache
_____ Backache
_____ Feeling of weakness
_____ Intestinal distress
_____ Vomiting
_____ Diarrhea
_____ Constipation
_____ Fatigue
_____ Loss of appetite
_____ Nervous chill
_____ Insomnia
_____ Breathlessness
_____ Flatus (passing gas)
_____ Belching
_____ Abdominal cramping
_____ Irritable colon
_____ Dizziness or faintness
_____ Paresthesias (illusory prickly-skin sensations)

Feeling States:

_____ Agitation
_____ Shakiness
_____ Easy tiring
_____ Panicky feeling
_____ Depression (feeling blue)
_____ Irritability

Cognitive States:

_____ Worry
_____ Dread
_____ Inattention
_____ Distractibility
_____ Forgetfulness
_____ Nightmares
_____ Fear of death

Motor Symptoms: (muscles involved)

_____ Muscular tightness
_____ Tremors
_____ Tics (spasms)
_____ Increased startle reaction
_____ Incoordination
_____ Sighing
_____ Freezing, feeling immobilized

Reprinted from *Career Smart: Curriculum Guide for Making Smart & Healthy Decisions*, April, 1987, with permission from the Minnesota Curriculum Services Center, Little Canada, Minnesota.

How to Deal With Your Tension

Anxiety and tension are essential functions of living, just as hunger and thirst are. Without the experience of anxiety we would not be prepared to avoid or overcome situations harmful to ourselves and our families. Without the ability to tense ourselves we would fall short in emergencies, often to the peril of our lives.

Tension serves, too, as a stimulating source of excitement. It is to gain this kind of pleasure that we play or watch competitive games, pursue adventurous outdoor recreation, and follow drama on stage, screen, or television.

Primarily, tension and anxiety are our self-protective reactions when we are confronted by threats to our safety, well-being, happiness and self-esteem -- threats like illness, accidents, violence, financial trouble, trouble on the job, and trouble in family relationships.

We tend erroneously to think of such dangers, and the tension they arouse, as something new. While it is true that we live today under the pressure of intense competition, economic uncertainty and the possibility of total war, we must remember that our ancestors faced other perils of equal magnitude -- famine, pestilence, skirmishes on the frontier, as well as full-scale war.

There is this difference, however. Life today is much more complex. Many conflicting demands are made on us. The old counsels handed down from generation to generation no longer apply to conditions of intricately organized work and constant change. Our world changes so rapidly that the answer to "what to do" in the face of a threat to security of life or peace of mind can no longer be found in a traditional code of "do's" and "don'ts" or even those of our own earlier experience.

The answer must often be thought out on the spot. What is right one day may be wrong the next. What is an acceptable responses in the home may be unacceptable in school or business. What may be correct in one social group of which we are a part may bring ridicule and resentment in another. We are in the predicament of a traveler suddenly transported to a strange world, with little understanding of how it works; no notion of how to behave, and no one to brief us.

Everybody is confronted by threats; hence, everybody experiences tensions. Yet there are times when we become tense and anxious when no actual threat exists. This may happen when we have been through a siege of trouble or exhausting work, are worn out and on the edge and cannot reason things out or control our feelings as we do when we are rested and in good condition.

Reprinted with permission from "How to Deal With Your Tension," National Mental Health Association, Copyright ©1990.

Other times this may happen when we are caught up in a conflict which we cannot work out -- for example, a conflict between an outraged sense of justice and an urge to bow to injustice because it is safer to do so; or a conflict between the impulse to do something unethical and the prompting of our conscience, which forbids it.

Very often, too, anxiety and tension may be provoked as a result of some experience in a person's background which has made him particularly sensitive to a threat which may have little effect on others. For example, a man who suffered extreme poverty as a child may react with panic when there is even a casual mention of a possible layoff from the job.

The average human being has the capacity to live through emotionally upsetting situations -- even crises -- and to bounce back when they are over. It is important to recognize, therefore, that an occasional bout of anxiety and tension is quite normal, and while it may be unpleasant or even painful, it need not be a cause for additional concern.

There are, however, some people for whom life is a series of crises, both large and small. In such instances we may expect more than an occasional passing emotional upset. We may expect to see signs of prolonged and intense anxiety and tension. The time to become watchful, therefore, is the time when emotional upsets come frequently, shake us severely and persist.

Expect a little -- Act if too much

How do you recognize when you are not coping well with tension? Here, in the form of questions, are some of the effects that you should notice. If a considerable number of the reactions listed below are getting to be the rule with you, this does not mean disaster. But it does indicate the need to learn to deal with the situations more constructively.

- Do minor problems and disappointments upset you excessively?
- Do you have trouble getting along with people, and are people having trouble getting along with you?
- Do the small pleasures of life fail to satisfy you?
- Are you unable to stop thinking of your anxieties?
- Do you fear people or situations that never used to trouble you?
- Are you suspicious of people or mistrustful of your friends?
- Do you have the feeling of being trapped?
- Do you feel inadequate, suffer the tortures of self-doubt?

If the answer is "Yes" to most of these questions, there are several things you might do. There are, to begin with, certain simple, practical, constructive things you can do for yourself.

These measures are, for the most part, positive forms of action. And action, of course, is nature's instinctive response to a threat of any kind. Primitive reactions like flight or combat can rarely serve us in a modern world. Undirected reactions, such as pacing the floor, are only indirectly helpful as releases of nervous energy, helping a worrier regain balance to decide on more important things to do. Much more effective is action which helps to solve a problem.

11 Things You Can Do

Here are a few simple actions that may help you keep negative feelings of tension under control. Remember as you read them that success will not come from a halfhearted effort, nor will it come overnight. It will take determination, persistence and time.

1. Talk it out

When something worries you, talk it out. Don't bottle it up. Confide your worry to some level-headed person you can trust; your husband or wife, father or mother, a good friend, your clergyman, your family doctor, a teacher, school counselor, or dean. Talking things out helps to relieve your strain, helps you see your worry in a clearer light and often helps you to see what you can do about it.

2. Escape for a while

Sometimes, when things go wrong, it helps to escape from the painful problem *for a while*: to lose yourself in a movie or a book or a game, or a brief trip for a change of scene. Making yourself "stand there and suffer" is a form of self-punishment, not a way to solve a problem. It is perfectly realistic and healthy to escape punishment long enough to recover breath and balance. But be prepared to come back and deal with your difficulty when you are more composed, and when you and others involved are in better condition to deal with it.

3. Deal with your anger

If you feel yourself using anger as a general way of behavior, remember that while anger may give you a temporary sense of righteousness or even of power, it will generally leave you feeling foolish and sorry in the end. If you feel like lashing out at someone who has provoked you, try holding off that impulse for awhile. Let it wait until tomorrow. Meanwhile, do something constructive with the pent-up energy. Pitch into some physical activity like gardening, cleaning out the garage, carpentry or some other do-it-yourself project. Or work it out playing tennis or taking a long walk. Working the anger out of your system and cooling off for a day or two will leave you much better prepared to handle your problem.

4. **Give in occasionally**

   If you find yourself getting into frequent quarrels with people and feeling obstinate and defiant, remember that this is the way frustrated children behave. Stand your ground on what you know is right, but do so calmly and make allowance for the fact that you *could* turn out to be wrong. And even if you're dead right, it's easier on your system to give in once in a while. If you yield, you'll usually find that others will, too. And if you can work this out, the result will be relief from tension, the achievement of a practical solution, together with a great feeling of satisfaction and maturity.

5. **Do something for others**

   If you feel yourself worrying about *yourself* all the time, try *doing* something for *somebody else*. You'll find this will take the steam out of your own worries and -- even better -- give you a fine feeling of having done well.

6. **Take one thing at a time**

   For people under tension an ordinary work load can sometimes seem unbearable. the load looks so great that it becomes painful to tackle any part of it -- even the things that most need to be done. When that happens, remember that it's a temporary condition and that you can work your way out of it. The surest way to do this is to take a few of the most urgent tasks and pitch into them, one at a time, setting aside all the rest for the time being. Once you dispose of these you'll see that the remainder is not such a "horrible mess" after all. You'll be in the swing of things, and the rest of the tasks will go much more easily. If you feel you can't set anything aside to tackle things this sensible way, reflect: Are you sure you aren't overestimating the importance of the things you do -- that is, your own importance?

7. **Shun the "superman" urge**

   Some people expect too much from themselves, and get into a constant state of worry and anxiety because they think they are not achieving as much as they should. They try for perfection in everything. Admirable as this idea is, it is an open invitation to failure. No one can be perfect in everything. Decide which things you do well, and then put your major effort into these. They are apt to be the things you like to do and, hence, those that give you most satisfaction. Then, perhaps, come the things you can't do so well. Give them the best of your effort and ability, but don't take yourself to task if you can't achieve the impossible.

8. Go easy with your criticism

Some people expect too much of others, and then feel frustrated, let down, disappointed, even "trapped" when another person does not measure up. The "other person" may be a wife, husband or a child whom we are trying to fit into a preconceived pattern -- perhaps even trying to make over to suit ourselves. Remember, each person has his own virtues, his own shortcomings, his own values, his own right to develop as an individual. People who feel let down by the shortcomings (real or imagined) of their relatives are really let down about themselves. Instead of being critical about the other person's behavior, search out the good points and help him to develop them. This will give both of you satisfaction and help you to gain better perspective on yourself as well.

9. Give the other fellow a break

When people are under emotional tension they often feel that they have to "get there first" -- to edge out the other person, even if the goal is as trivial as getting ahead on the highway. If enough of us feel that way -- and many of us do -- then everything becomes a race in which somebody is bound to get injured -- physically, as on the highway, or emotionally or mentally, in the endeavor to live a full life. It need not be this way. Competition is contagious, but so is cooperation. When you give the other fellow a break, you very often make things easier for yourself; if he no longer feels you are a threat to him, he stops being a threat to you.

10. Make yourself "available"

Many of us have the feeling that we are being "left out", slighted, neglected, rejected. Often, we just imagine that other people feel this way about us, when in reality they are eager for us to make the first move. It may be we, not the others, who are depreciating ourselves. Instead of shrinking away and withdrawing, it is much healthier, as well as more practical, to continue to "make yourself available" -- to make some of the overtures instead of always waiting to be asked. Of course, the opposite of withdrawal is equally futile: to push yourself forward on every occasion. This is often misinterpreted and may lead to rejection. There is a middle ground. Try it.

11. Schedule your recreation

Many people drive themselves so hard that they allow themselves too little time for recreation -- an essential for good physical and mental health. They find it hard to make themselves take time out. For such people a set routine and schedule will help -- a program of definite hours when they will engage in some recreation. And in general it is desirable for almost everyone to have a hobby that absorbs him in off hours -- one into which you can throw yourself completely and with pleasure, forgetting all about work.

If you need help, get an expert

Often emotional difficulties *arise* out of problems, such as financial difficulties, trouble on the job, problems of children and parents or marital trouble.

But just as often a person's longstanding habits and attitudes may *produce* conflict.

These interacting forces outside and within each of us tend to have a cumulative effect, each making the other worse -- perhaps rapidly so. In that case, any one of us needs more than the eleven simple suggestions in the preceding pages. It may be useful to seek the help of a counseling or guidance service, which specializes in helping people work out their practical problems. Such services may be found in family welfare agencies, schools, churches, industrial plants and offices, settlement houses or public health departments. They help people clear up practical problems and thus, help relieve emotional strains. It is always good to seek such practical help first.

However, if emotional disturbances become too distressing to the person or to others, we should recognize and deal with them as mental illnesses requiring professional treatment.

If you are concerned about yourself, a member of your family or a friend who shows signs of severe prolonged emotional disturbance, the thing to do is seek professional help.

Go to your clergyman, your family doctor, or your Mental Health Association. Depending on the nature of your need, they may refer you to a psychiatrist, psychologist, social worker or other qualified counselor, or to a community mental health center where the services of all these professionals may be available. If some of them are not, we suggest you get in touch with your state health department for information about the mental health authorities which render assistance and service.

Stress Management

1. Talk it out
2. Escape for a while
3. Deal with your anger
4. Give in occasionally
5. Do something for others
6. Take one thing at a time
7. Shun the "superman" urge
8. Go easy with your criticism
9. Give the other fellow a break
10. Make yourself available
11. Schedule your recreation

Reprinted with permission from "How to Deal With Your Tension," National Mental Health Association, Copyright ©1990.

Stress Management

Directions: Listed in the left-hand column below are the concepts and topics included in this unit. In the space provided in the right-hand column, write down your reactions for each of the topics you wish to comment on. You may wish to focus your comments on:

- positive features
- suggested changes
- value to you
- need for more information
- facilitator's leadership

Concepts/Topics	Reactions
Meaning of stress	
Symptoms of stress	
Personal stress level	
Coping with stress	
Relaxation	
Balancing life to reduce stress	

Name: ______________________________ (optional)
Date: ____________________

Reprinted from *Career Smart: Curriculum Guide for Making Smart & Healthy Decisions*, April, 1987, with permission from the Minnesota Curriculum Services Center, Little Canada, Minnesota.

Planning Guide to Reduce Stress

Directions: This short form is designed to lead you step-by-step toward formulating a plan for coping with your stress. Don't hurry to complete the guide. Take your time, be thoughtful and realistic.

1. List your symptoms of stress or anxiety.

2. Define your problem: "My problem is ______________________________

____"

____

3. What do you want?

4. Check your attitude:

1 2 3 4 5 6 7 8 9 10
Hopeless Hope

1 2 3 4 5 6 7 8 9 10
No desire Intense Desire

5. What are your resources? Check all that apply....

_____ physical energy, strength
_____ emotional well-being
_____ social support
_____ intellectual-memory, insight, etc.
_____ spiritual strength
_____ lifestyle support (history, hobbies, rituals, etc.)
_____ other

6. Specific plan of action:

I will: ____

____

7. Date to be accomplished? ________________

8. Results:

Reprinted with permission from *Kicking Your Stress Habits*, copyright 1981, Donald A. Tubesing. Published by Whole Person Associates, Inc., P.O. Box 3151, Duluth MN 55803, (218) 728-6807.

Reviewing Life's Spheres

Directions: Being able to specify expectations for life's three main dimensions contributes to one's feelings of satisfaction. In turn, satisfaction with life in general reduces tension and anxiety. Answer questions for Columns I and II for each of the dimensions below. Then, answer questions at the bottom of the exercise in large group discussion to identify how awareness of one's life spheres contributes to reducing stress.

Dimension	Column I	Column II
At a bare minimum, what do you want/expect from :	How well is that being achieved? How satisfied are you with this "sphere"?	What else beyond these minimum expectations are being gained?
A. WORK		
B. FAMILY		
C. PERSONAL		

1. What contributes to the satisfaction you feel with each life sphere?
2. How do your expectations/hopes for these various spheres fit or mesh?
3. How do your expectations relate to your stress? Positive way? Negative way?
4. How does this situation affect your satisfaction with each life sphere and life satisfaction generally?
5. How does satisfaction with life in general relate to stress reduction?

Reprinted from *Career Smart: Curriculum Guide for Making Smart & Healthy Decisions*, April, 1987, with permission from the Minnesota Curriculum Services Center, Little Canada, Minnesota.

Additional Resources

Printed Material

Adams, J.D. (1980). Understanding and managing stress. San Diego: University Associates, Inc.

Allen, R.F. (1981). Lifegain. New York: Appleton-Century-Crofts.

Ardell, D.B. (1979). High level wellness. New York: Bantam Books.

Benson, H. (1976). The relaxation response. New York: William Morrow and Co., Inc.

Branden, N. (1969). The psychology of self-esteem. New York: Bantam Books.

Brown, B.B. (1977). Stress and the art of biofeedback. New York: Bantam Books.

Girdano, D. and Everly, G. (1979). Controlling stress and tension. New Jersey: Prentice-Hall, Inc.

House, J.S. (1981). Work stress and social support. Reading, Mass.: Addison-Wesley Publishing Co.

Jacobsen, E. (1964). Anxiety and tension control. Philadelphia: J.B. Lippincott Co.

Jacobsen, E. (1938). Progressive relaxation. Chicago: The University of Chicago Press.

Jacobsen, E. (1934). You must relax. New York: McGraw-Hill Book Co., Inc..

Kinzer, N.S. (1979). Stress and the American woman. Garden City, NY: Anchor Press/Doubleday.

Kopp, S B. (1972). If you meet the Buddha on the road, kill him! New York: Bantam Books.

Lazarus, R.S. (1966). Psychological stress and the coping process. New York: McGraw-Hill Book Co., Inc.

Levi, L. (1981). Preventing work stress. Reading, Mass.: Addison-Wesley Publishing Co.

May, R. (1977). The meaning of anxiety. New York: Pocket Books.

McLean, A.A. (1979). Work stress. Reading, Mass.: Addison-Wesley Publishing Co.

McQuade, W. and Aikman, A. (1974). Stress. New York: Bantam Books.

Moss, L. (1981). Management stress. Reading, Mass.: Addison-Wesley Publishing Co.

Pelletier, K.R. (1979). Holistic medicine. New York: Delacorte Press.

Pelletier, K.R. (1981). Longevity. New York: Delta/Seymour Lawrence.

Pelletier, K.R. (1977). Mind as healer, mind as slayer. New York: Dell Publishing Co., Inc.

Schafer, W. (1987). Stress management for wellness. New York: Holt, Rinehart and Winston.

Selye, H. (1974). Stress without distress. New York: Signet Books.

Selye, H. (1976). The stress of life. (2nd Ed.) New York: McGraw-Hill Book Co.

Shostak, A.B. (1980). Blue-collar stress. Reading, Mass.: Addison-Wesley Publishing Co.

Simonton, O.C.; Matthews-Simonton, S.; and Creighton, J.L. (1978). Getting well again. New York: Bantam Books

Stevens, J.O. (1971). Awareness. New York: Bantam Books.

Tubesing, D. (1981). Kicking your stress habits. Duluth, MN: Whole Person Press.

Tubesing, D. and Tubesing, N. (1983). Structured exercises in stress management. Duluth, MN: Whole Person Press.

Walker, E.C. (1975). Learn to relax. New Jersey: Prentice-Hall, Inc.

Warshaw, L.J. (1982). Managing stress. Reading, Mass.: Addison-Wesley Publishing Co.

Wolpe, J. (1969). The practice of behavior therapy. New York: Pergamon Press.

Competency 2.0

Skills to maintain effective behaviors.

Indicator 2.03

Demonstrate skills to overcome self-defeating behaviors.

Indicator 2.03: Students will be able to demonstrate skills to overcome self-defeating behaviors.

Time: Three hours

Content	Instructional Strategies	Instructional Resources
Identifying typical self-defeating thoughts	Handout, discussion	Twenty Typical Thoughts that Create Self-Defeating Behaviors
Self-defeating thoughts	Brainstorm self-defeating thoughts of participants, record on flipchart	Flipchart
Practical guidelines for combatting self-defeating behavior	Handout, discussion	Techniques for Combatting Self-Defeating Behaviors
Evaluate interpersonal behavior style to determine if the majority of behaviors are assertive, aggressive, or passive.	Activity for homework Use preferred choice of assertiveness assessment instruments.	• Assertiveness Inventory • Check Your Criticism Quotient • A Rejection Checklist
Importance of assertiveness in controlling one's life	Workbook	Getting What You Want, Challenges, pp. 141-143 or Changes, pp. 142-149
Define behavioral characteristics of passive (non-assertive), assertive and aggressive individuals	Handout, discussion	How Assertiveness Differs from Passivity and Aggressiveness

Page 2 of Indicator 2.03: Students will be able to demonstrate skills to overcome self-defeating behaviors.

Content	Instructional Strategies	Instructional Resources
Identifying aggressive, assertive or passive behavior for specific situations	Workbook	Aggressive, Assertive or Passive? Challenges, pp. 144-145.
Examples of assertive rights	Handouts	• My Assertive Human Rights • Fifty Assertive Statements and Questions
Personalized assertive statements	Brainstorm session of assertive statements from participants to be posted	Flipchart
Using assertive statements in specific situations	Activity, discussion	"YOU" Messages vs "I" Messages
Keeping track of assertive behavior	Activity for homework	My Weekly Assertiveness Log
Suggested list of additional printed resources on assertiveness	Instructor Resource	Additional Resources: Printed Materials

Twenty Typical Thoughts That Create Self-Defeating Behaviors

1. Making mistakes is terrible.
2. It is horrible when things go wrong.
3. I should be happy all the time.
4. I must have love and approval from everyone.
5. I must be perfectly competent.
6. When I am treated unfairly, rejected or do not get what I want, it is terrible.
7. Life should be easy.
8. The world should be a fair place.
9. I should never hurt anyone else.
10. I should never be tired or get sick.
11. What if something bad happens?
12. The things that I want never happen.
13. This idea is so negative, I cannot get it out of my head.
14. There is nothing good in my life right now.
15. Other people's opinions or feelings are more important than mine.
16. I do not really deserve compliments about my performance or appearance.
17. There is nothing I can do to improve my situation; I'm trapped.
18. The problems I have today are because of my parents, my personality, a specific event.
19. I should help everyone who needs it.
20. I cannot change; that's just the way I am.

Reprinted with permission from Miki Martin-Erschnig, Waukesha County Technical College, Pewaukee, Wisconsin.

Techniques for Combatting Self-Defeating Behaviors

1. Learn to accept compliments assertively. Discounting a compliment means that you question the giver's judgment.
2. Learn to separate your self-worth from your behavior. Just because you make mistakes does not mean you are a worthless person.
3. Open the traps you build for yourself by looking at your choices. You always have a choice. Making choices leads to control which leads to confidence.
4. Remember that you cannot please everyone all the time.
5. Stop worrying! If something bothers you, do something to change it; if there is nothing you can do, let go of it.
6. Remind yourself daily of the good in your life; stop dwelling on what is not right.
7. Learn to recognize self-defeating language:

   I should
   I must
   I can't
   She/he makes me
   I have to
   I ought to

   Substitute this language:

   I want to
   I will
   I choose to
   I can
   I won't
   I believe (think or feel)

8. Practice positive reaffirmations to strengthen your belief in yourself, your choices.
9. Stop blaming what's happened in the past for the way you deal with the world today.
10. Learn to accept yourself for who you are. If there are things you do not like, ask yourself if you are willing to change.

Reprinted with permission from Miki Martin-Erschnig, Waukesha County Technical College, Pewaukee, Wisconsin.

Assertiveness Inventory

The Assertiveness Inventory which appears in Your Perfect Right: A Guide to Assertive Living is not a validated psychological instrument. It was devised as a self-help survey utilizing situations common to many persons who have sought assertive behavior training with us. The client, or reader, is typically encouraged to respond to the items as an aid to self-assessment.

Researchers have asked us to provide a scoring key, norms and validity/reliability data. However, we have none, and do not contemplate doing the research necessary to acquire any. Our interest is principally in clinical assessment, for which the Assertiveness Inventory items serve merely as anecdotal referents and as a stimulus to the client's further examination of his or her individual life situations relative to assertiveness.

Robert E. Alberti, Ph.D.
Michael L. Emmons, Ph.D.

Adapted from YOUR PERFECT RIGHT: A GUIDE TO ASSERTIVE LIVING (Sixth Edition) ©1990 by Robert E. Alberti and Michael L. Emmons. Reproduced for University of Wisconsin-Madison Vocational Studies Center by permission of Impact Publishers, Inc., P.O. Box 1094, San Luis Obispo, CA 93406. Further reproduction prohibited.

Assertiveness Inventory

Directions: The following questions will be helpful in assessing your assertiveness. Be honest in your responses. All you have to do is draw a circle around the number that describes you best. For some questions the assertive end of the scale is at 0, for others at 4. Key: 0 means **no or never**; 1 means **somewhat or sometimes**; 2 means **average**; 3 means **usually** or **a good deal**; and 4 means **practically always** or **entirely**.

1. When a person is highly unfair, do you call it to his/her attention? 0 1 2 3 4
2. Do you find it difficult to make decisions? 0 1 2 3 4
3. Are you openly critical of others' ideas, opinions, behavior? 0 1 2 3 4
4. Do you speak out in protest when someone takes your place in line? 0 1 2 3 4
5. Do you often avoid people or situations for fear of embarassment? 0 1 2 3 4
6. Do you usually have confidence in your own judgement? 0 1 2 3 4
7. Do you insist that your spouse or roommate take on a fair share of household chores? 0 1 2 3 4
8. Are you prone to "fly off the handle?" 0 1 2 3 4
9. When a salesperson makes an effort, do you find it hard to say "no" even though the merchandise is not really what you want? 0 1 2 3 4
10. When a latecomer is waited on before you are, do you call attention to the situation? 0 1 2 3 4
11. Are you reluctant to speak up in a discussion or debate? 0 1 2 3 4
12. If a person has borrowed money (or book, garment, thing of value) and is overdue in returning it, do you mention it? 0 1 2 3 4
13. Do you continue to pursue an argument after the other person has had enough? 0 1 2 3 4
14. Do you generally express what you feel? 0 1 2 3 4
15. Are you disturbed if someone watches you at work? 0 1 2 3 4
16. If someone keeps kicking or bumping your chair in a movie or a lecture, do you ask the person to stop? 0 1 2 3 4
17. Do you find it difficult to keep eye contact when talking to another person? 0 1 2 3 4

Adapted from YOUR PERFECT RIGHT: A GUIDE TO ASSERTIVE LIVING (Sixth Edition) ©1990 by Robert E. Alberti and Michael L. Emmons. Reproduced for University of Wisconsin-Madison Vocational Studies Center by permission of Impact Publishers, Inc., P.O. Box 1094, San Luis Obispo, CA 93406. Further reproduction prohibited.

18. In a good restaurant, when your meal is improperly prepared or served, do you ask the waiter/waitress to correct the situation? 0 1 2 3 4

19. When you discover merchandise is faulty, do you return it for an adjustment? 0 1 2 3 4

20. Do you show your anger by name-calling or obscenities? 0 1 2 3 4

21. Do you try to be a wallflower or a piece of the furniture in social situations? 0 1 2 3 4

22. Do you insist that your landlord, mechanic, repairperson, etc. make repairs, adjustments or replacements which are their responsibilities? 0 1 2 3 4

23. Do you often step in and make decisions for others? 0 1 2 3 4

24. Are you able openly to express love and affection? 0 1 2 3 4

25. Are you able to ask your friends for small favors or help? 0 1 2 3 4

26. Do you think you always have the right answer? 0 1 2 3 4

27. When you differ with a person you respect, are you able to speak up for your own viewpoint? 0 1 2 3 4

28. Are you able to refuse unreasonable requests made by friends? 0 1 2 3 4

29. Do you have difficulty complimenting or praising others? 0 1 2 3 4

30. If you are disturbed by someone smoking near you, can you say so? 0 1 2 3 4

31. Do you shout or use bullying tactics to get others to do as you wish? 0 1 2 3 4

32. Do you finish other people's sentences for them? 0 1 2 3 4

33. Do you get into physical fights with others, especially with strangers? 0 1 2 3 4

34. At family meals, do you control the conversation? 0 1 2 3 4

35. When you meet a stranger, are you the first to introduce yourself and begin a conversation? 0 1 2 3 4

Check Your C.Q. (Criticism Quotient)

Directions: Use our checklist to determine how sensitive you are to the different types of criticism. Put a "plus" (+) by those that you handle assertively, a "minus" (-) by those that you avoid handling at all, and a check (✓) by those that you have but handle awkwardly.

_____ Someone criticizes you about a fault that you cannot deny is yours.

_____ You give somebody an honest criticism of what you see as a legitimate problem.

_____ Someone criticizes you for an act that you know without a doubt doesn't apply to you and is ridiculous.

_____ Someone has put you down in an indirect way; there may be some truth to the put-down, but it's basically unfair.

_____ Things have not been going your way lately and you are lacking confidence. A person chooses to criticize you about "being down."

_____ You have just gained the courage to give a friend a valid criticism. Your friend cannot handle this and retaliates by criticizing you with a mixture of valid as well as invalid complaints.

_____ You are feeling very happy and high spirited. Someone not so happy is jealous and tries to bring you down by reminding you of things s/he know can hurt your feelings.

From THE ASSERTIVE WOMAN: A NEW LOOK ©1987 by Stanlee Phelps and Nancy Austin. Reproduced for the University of Wisconsin-Madison Vocational Studies Center by permission of Impact Publishers, Inc., P.O. Box 1094, San Luis Obispo CA 93406. Further reproduction prohibited.

A Rejection Checklist

Directions: Use the following checklist to determine in what ways you may fear rejection. Put a check (✓) in front of each item that causes you to feel rejected regardless of its truth. Put a plus (+) before each item that you can handle assertively.

_____ Your parents or spouse tell you that you are stupid and can't do anything right.

_____ Your lover criticizes your appearance.

_____ A friend says she or he is busy and cannot go with you someplace you wanted to go.

_____ Your child or another's child tells you that you're mean and that she/he hates you.

_____ Someone whose intelligence you respect tells you that your latest brainstorm isn't a good idea.

_____ You're playing a game where sides are chosen by leaders -- you're the last to be picked.

_____ In a group you make an important statement which is ignored.

_____ You have completed a job as well as you can, but you are told to do it over because it could be better.

_____ You look for physical affection from someone you love who is too busy to give it to you at the moment.

_____ You have asked someone to do a special favor for you and they refuse.

_____ A significant person in your life forgets your birthday or anniversary.

_____ You apply for a job or admission to a certain school or organization and you are turned down.

From THE ASSERTIVE WOMAN: A NEW LOOK ©1987 by Stanlee Phelps and Nancy Austin. Reproduced for the University of Wisconsin-Madison Vocational Studies Center by permission of Impact Publishers, Inc., P.O. Box 1094, San Luis Obispo CA 93406. Further reproduction prohibited.

How Assertiveness Differs from Passivity and Aggressiveness

Passive Person	**Assertive Person**	**Aggressive Person**
Has rights violated; is taken advantage of.	Protects own rights and respects the rights of others.	Violates rights; takes advantage of others.
Does not achieve goals.	Achieves goals without hurting others.	May achieve goals at expense of others.
Feels frustrated, unhappy, hurt, and anxious.	Feels good about self; has appropriate confidence in self.	Defensive, belligerent; humiliates and depreciates others.
Inhibited and withdrawn.	Socially and emotionally expressive.	Explosive; unpredictably hostile and angry.
Allows others to choose for them.	Chooses for self.	Intrudes on others' choices.

Adapted from YOUR PERFECT RIGHT: A GUIDE TO ASSERTIVE LIVING (Sixth Edition) © 1990 by Robert E. Alberti and Michael L. Emmons. Reproduced for University of Wisconsin-Madison Vocational Studies Center by permission of Impact Publishers, Inc., P. O. Box 1094, San Luis Obispo, CA 93406. Further reproduction prohibited.

My Assertive Human Rights

- I have the right to have and express my feelings. I don't have to justify them or apologize for them.
- I have the right to judge my own behavior, thoughts, and emotions and to take responsibility for them.
- I have the right to be treated with respect and to be listened to seriously.
- I have the right to be imperfect. Being imperfect does not make me worthless.
- I have the right to change my mind.
- I have the right to say, "I don't know" and "I don't understand."
- I have the right to make illogical decisions.
- I have the right to make both little and big mistakes and to be responsible for them.
- I am unable to do everything.
- I am unable to solve everybody's problems.
- I can't please all people at all times.
- I have the right to set my own priorities.
- I have the right to say no without feeling guilty.
- I have the right to ask for what I want.
- I have the right to ask for information from professionals.
- I have the right to get what I pay for.
- I have the right to choose not to assert myself.

Reprinted from *Expanded Career Choices*, with permission of Minnesota Curriculum Services Center, Little Canada, Minnesota.

Fifty Assertive Statements and Questions

1. I'm not able to speak with you right now. Please give me your number and I'll return your call before noon.
2. I've been waiting in line for half an hour, and I'm not willing to let you go in front of me.
3. I'd prefer to stay here; it's too cold outside.
4. I am disgusted by your behavior.
5. I resent your arrogance.
6. I am angry about your lack of concern for my feelings.
7. I won't be able to attend your party. I have already made other plans.
8. I don't want to respond to that question.
9. If you continue to arrive late, I am not going to make future appointments with you.
10. I am unwilling to run errands on my lunch hour. It is not part of my job.
11. Please wait your turn.
12. I'm interested in hearing what you have to say, but I want to finish reading this article first.
13. I don't agree with you.
14. I think that you have been very distant toward me lately.
15. I would appreciate your going to the store for me.
16. You ate the last piece of pie. I was going to eat it for lunch.
17. You started talking before I finished my statement.
18. I admire your skill.
19. That was a clever thing to do.
20. I'm excited about my trip.
21. I'm feeling especially happy or sad today.
22. I am very interested in what you do in your line of work.
23. I am depressed because I wanted Martha to be here on my birthday, and she just called to say she couldn't come.
24. I am disappointed in myself because I wanted to complete the report on time and I didn't.
25. I am confused because I wanted more information than was provided.
26. I am interested in your report because it presents several pieces of information I need.
27. I feel tense because I want to know definitely how well I did on the test, but the teacher hasn't finished scoring it.
28. That's a beautiful outfit you're wearing.
29. You look terrific.
30. I really enjoyed your thoughtful comment.
31. I love you.
32. I admire your willingness to behave in a nonsexist way.

From S.M. Osborn & G.C. Harris, *Assertive Training for Women*, 1975. Reprinted with permission from the publisher and copyright holder, Charles C. Thomas, Springfield, Illinois..

33. That was an honest and forthright statement of your feelings. I admire your ability to take the risk to be so candid.
34. I really like your openness.
35. I like your efforts to work out a solution to our mutual problem.
36. I am unable to see the speaker and am frustrated. Would you please move a little to the left?
37. I am having difficulty hearing the performance. Would you please stop talking?
38. I've had trouble carrying groceries up my stairs. Would you please put the heavy items in a double bag?
39. I am annoyed with you. Why are you late?
40. I'm feeling too warm. Would you be willing to turn down the heat?
41. Would you please help me? My packages are heavy.
42. To the flight attendant on a flight that is late for a connection: "Would you please arrange to send a telegram to the party who is expecting me at noon in Chicago? I am being extremely inconvenienced by this delay."
43. I find your terminology offensive. Would you please phrase the question differently?
44. Are you worried because of the amount of money I have been spending and because you want me to spend less?
45. Are you hurt because I told you what I really think?
46. Are you irritated with how much time I'm taking, and do you want me to go?
47. Are you disappointed with my report, and do you want me to listen to the changes you think would improve it?
48. Are you saying that you are feeling very depressed but that you would like me to stay and talk with you?
49. Are you feeling disappointed because you think that you deserve to be promoted?
50. Are you feeling frustrated with me?

"YOU" Messages vs "I" Messages

Directions: Read each situation and the "you" message. Then write a clear "I" message for each one.

1. **SITUATION**: An employee keeps interrupting at your meeting making it hard for you and others to talk.

   YOU Message: "Will you keep quiet for awhile. You keep interrupting everybody."

   I Message:

2. **SITUATION**: An employee comes to work about ten minutes late several times a week.

   YOU Message: "Why can't you get here on time like everybody else?"

   I Message:

3. **SITUATION**: An employee keeps postponing writing a report you asked him to do. You need this report in order to make plans for the coming year.

   YOU Message: "Quit stalling around. You'd better have that report to me by Friday."

   I Message:

4. **SITUATION**: An employee seems to be in a black mood for several days and sulks and acts rather sad.

   YOU Message: "What's the matter with you?"

   I Message:

5. **SITUATION**: An employee continually leaves tools out of place in the shop. You have asked him many times to keep them in place, but you see no change.

   YOU Message: "You'd think you were a kid the way you leave your stuff around."

   I Message:

Reprinted with permission from MaryJo Coffee, Women's Development Center, Waukesha County Technical College, Pewaukee, Wisconsin.

6. **SITUATION**: You need one of your employees to do a job that you know everyone hates to do.

   YOU Message: "Knowing how much you like to make reports, here's another one for you."

   I Message:

7. **SITUATION**: An employee is frequently gruff and rude to customers when he has contact with them.

   YOU Message: "If you can't be decent to our customers, there's no place for you in this office."

   I Message:

8. **SITUATION**: You took a chance and hired a person whose past work record looked pretty bad. You have been very pleased and relieved that his performance on the job has been excellent thus far.

   YOU Message: "You turned out to be a good employee after all."

   I Message:

9. **SITUATION**: One of your employees continually offers ideas in your group meetings that are very helpful. He is of real help to you in getting problems solved in group meetings.

   YOU Message: "You sure have a lot of good ideas during our meetings."

   I Message:

10. **SITUATION**: You overheard one of your employees telling another employee that you didn't like the second employee. You know this is not true and it upsets you to be misquoted.

    YOU Message: "Why are you trying to make trouble?"

    I Message:

My Weekly Assertiveness Log

Dates: ________ to ________, 19____

Directions:

1. Describe briefly those situations and persons which you can handle effectively and those which are troublesome:

   A. ____________________

   B. ____________________

   C. ____________________

   D. ____________________

2. Attitude Assessment: How do you feel about your right to behave assertively?

   A. ____________________

   B. ____________________

   C. ____________________

   D. ____________________

3. Behavior Assessment: Note differences in how you react to different situations with:

   Eye Contact ____________________

   Gestures ____________________

   Distance ____________________

   Fluency ____________________

   Body Posture ____________________

   Facial Expression ____________________

   Voice ____________________

   Other ____________________

Reprinted with permission from Donna Boben, St. Paul Technical College, White Bear Lake, Minnesota.

4. Obstacle Assessment: Check out your anxieties, lack of skills, and other people who have different expectations for you.

   A. ____________________

   B. ____________________

   C. ____________________

5. Progress/Problems/Comments:

____

____

____

____

____

Additional Resources

Printed Materials

Alberti, Robert E., Emmons, Michael L. (1990). Your perfect right: A guide to assertive living (6th ed.). San Luis Obispo: Impact Publishers, Inc..

Alberti, Robert E., Emmons, Michael L. (1989). Stand up, speak out, talk back! The key to self-assertive behavior. New York: Pocket Books.

Bloom, Lynn Z., Coburn, Karen, and Perlman, Joan. (1980). The New Assertive Woman. New York: Dell Publishing Co.

Butler, Pamela E. (1976) Self-assertion for women: A guide to becoming androgynous. San Francisco: Canfield Press.

Fensterheim, Herbert, Baer, Jean. (1978) Don't say yes when you want to say no. New York: Dell Publishing Co.

Galassi, Merna D. and Galassi, John P. (1979) Assert yourself! How to be your own person. New York: Human Services Press, Inc.

Hipp, Earl. (1985) Fighting invisible tigers: A stress management guide for teens. Minneapolis, MN: Free Spirit Publishing, Inc.

Kleiman, C. (1980). Women's networks. New York: Ballantine Books.

Lein, Laura, & Sussman, Marvin B. (1983). The ties that bind: Men's and women's social networks. New York: The Haworth Press.

Lindblad-Goldberg, M., and Dukes, J. (1985). Social support in black, low-income, single-parent families: Normative and dysfunctional patterns. American Journal of Orthopsychiatry, 55(1), 42-58.

McLanahan, S, Wedemeyer, N and Adelberg, T. (August, 1981). Network structure, social support, and psychological well-being in the family. Journal of Marriage and the Family, 601-612.

Phelps, Stanlee, Austin, Nancy. (1987) The assertive woman: A New Look. San Louis Obispo, CA: Impact Publishers, Inc.

Smith, Manual J. (1985) When I say no, I feel guilty: How to cope - using the skills of systematic assertive therapy. New York: Bantam Books.

Competency 2.0

Skills to maintain effective behaviors.

Indicator 2.04

Demonstrate skills in handling conflict and emotions.

Indicator 2.04: Students will be able to demonstrate skills in handling conflict and emotions.

Time: One hour

Content	Instructional Strategies	Instructional Resources
Strategies on how to handlie difficult interactions	Lecture/discussion Overhead transparency	Handling Difficult Interactions with People
Awareness of behavior that stops communication	Lecture/discussion Overhead transparency	Behavior That Stops Communication
Definition of anger and conflict resolution	Participants role play situations with conflict that are resolved	
Evaluating causes, feelings, actions and wishes for dealing with anger	Activity	I'm Angry
Guidelines for handling conflict	Activity	Creative and Constructive Conflict
Relaxation techniques	Instructor Notes Lecture/discussion	Relaxation Techniques

Handling Difficult Interactions With People

- Listen empathetically to the person
- Ask for and write down the complete details of the situation
- Indicate that you understand the person's issue
- Objectively present your position in a nondefensive manner
- Try to reach agreement on specific future action
- Thank the person for bringing this issue to your attention

Reprinted with permission from Mimi Trudeau, Wisconsin Indianhead Technical College, New Richmond, Wisconsin.

Behavior That Stops Communication

(Trust: A New View of Personal and Organizational Development)

- Judging
- Superiority
- Certainty
- Controlling
- Manipulation
- Indifference

Reprinted with permission from Mimi Trudeau, Wisconsin Indianhead Technical College, New Richmond, Wisconsin.

I'm Angry

Respond individually to the questions below. Later, review your responses together with your spouse/partner.

Causes: Since I've been unemployed, in what new situations do I become angry with my spouse?

Since I've been unemployed, in what new situations do I become angry with myself?

Since my spouse has been unemployed, in what situations do I become angry with my spouse?

Since my spouse has been unemployed, in what situations do I become angry with myself?

Feelings: Select one situation and ask yourself:

What sort of feelings and thoughts do I have when I'm angry?

Where's the hurt?

What's the loss?

How am I weak and vulnerable?

Actions: Keeping your focus on one situation, ask yourself:

What kind of things do I do when I'm angry?

Wishes: Keeping in mind the suggested steps for dealing with anger:

What way do I wish I acted when I am angry?

Reprinted from *Marriage Enrichment Mini-retreat*, David and Vera Mace, 1982, *Experiencing Unemployment as a Couple* from the Minnesota Curriculum Services Center, Little Canada, Minnesota.

Creative and Constructive Conflict

1. Acknowledge the conflict -- the difference heated by emotion.
2. Identify who is involved and set a time and place to bring together everyone who is involved. If this is not possible, clearly identify how those who you can be with are involved.
3. Identify the difference. Be careful when stating differences to avoid blame or judgment.
4. Identify and express your needs, wants, and feelings of hurt and loss.
5. Restate and acknowledge the needs, hurts and feelings you hear others express.
6. Discover where there is agreement.
7. Make a list of all possible solutions. Brainstorm, be crazy, creative, and non-critical.
8. Identify acceptable solutions and the steps you would take to contribute to the solution.
9. Make a plan to carry out the solution.
10. Acknowlege needs and wants that will not be met.
11. Set a time to reevaluate the solution.
12. Celebrate the solution of the conflict and affirm each other's ability to work towards a positive change.

Reprinted from *Experencing Unemployment as a Couple* from Minnesota Curriculum Services Center, Little Canada Minnesota.

Relaxation Techniques

There are many effective techniques for reducing stress. The main ingredient to combatting stress is to make a commitment that you will not allow stress to overwhelm you. Of course, that's much easier said than done. When stress seems to bombard from all directions. it is more than a little difficult to merely declare that stress will not win. Certainly, however, if stress is allowed to overcome you physically and emotionally you'll be much less able to accomplish anything else.

Review these suggested techniques for coping with stress to determine whether they might be useful to you in dealing with your own stresses.

1 . Relaxation Response

This technique was developed by Dr. Herbert Benson and is one of the most widely practiced methods of relaxation. Dr. Benson recommends that the Relaxation Response be used at least twice a day for ten to twenty minutes, although he says that practicing the meditation period only once a day will prove helpful. Steps to the Relaxation Response, as recommended by Dr. Benson, are as follows:

a. Find a quiet place free of interruptions.
b. Choose a word or phrase to focus on. Dr. Benson suggests using the word "one," but any word you choose is acceptable. You may prefer a word that has special meaning for you. Once you have chosen a word, don't change it. You will come to associate that word with the calming effect of the relaxation method.
c. Sit upright in a comfortable position. Rest your hands on your lap.
d. Close your eyes and take a few moments to relax your muscles and clear your mind. Taking a few deep breaths may help.

Reprinted from *Opening the Door to Opportunity: A Manual for Displaced Homemaker Programs* by permission of Career Concepts, P.O. Box 54, Northport, Alabama 35476.

e. Breathe normally and concentrate on each breath. Begin by repeating your chosen word with each exhalation.
f. Disregard all distractions. Do not let other images or interruptions interfere with your concentration.
g. Continue this exercise for 10 to 20 minutes.
h. When this time is up, continue to remain quiet for a few moments with your eyes closed.

2. Progressive Relaxation

The purpose of Progressive Relaxation, developed by Edmund Jacobsen, is to teach the feeling of relaxation. This is accomplished by first tensing and then relaxing groups of muscles.

Begin by either sitting or lying in a comfortable position. Keep your eyes closed. First, tense the muscles in your lower legs and feet, then relax. Move up the body and tense the pelvic and stomach muscles. Next make a fist and tense the muscles in your forearms and wrists. Hold several seconds and then relax. Move next to the upper arms and shoulders. Tense, hold, and relax. Next, tense the neck, which is usually one of the areas of the body which feels the most tension. Relax the neck muscles. Now tense the muscles of the face, hold a few seconds, and relax.

Breathing during this technique should be normal and even. When you have completely finished tensing, holding, and relaxing all the muscle groups of the body, take a deep breath. You should be well relaxed. If some tension remains, repeat the exercise.

3. Deep breathing

Most of us, especially under stress, breathe very shallowly. Deep breathing has an almost instantaneous effect on our physiological responses and results in reduction of stress. The

Reprinted from *Opening the Door to Opportunity: A Manual for Displaced Homemaker Programs* by permission of Career Concepts, P.O. Box 54, Northport, Alabama 35476.

technique is very simple. Either sit or lie comfortably with your eyes closed. Breathing through the nostrils, inhale slowly and evenly. Exhale through the nostrils very slowly. Repeat for several minutes concentrating completely on the breathing process itself. Try to erase everything else from your mind and concentrate on your deep breathing patterns. You will slowly realize a lowering of stress.

4. Imagery or visualization

This practice consists of creating a picture in your mind of a peaceful, serene place and imagining yourself in that picture. This might be a mountain scene with a lush, green valley or perhaps a beach scene where you can hear the lapping of the waves and sense the smell of the salt air. Maybe you prefer a waterfall scene where you imagine the peacefulness of running water.

Whatever setting you choose, let it become "your" picture. Each time you return in your imagination to this scene you can experience anew the calming peaceful effect of a quiet place where you feel completely comfortable and relaxed. Imagine yourself being physically in this special place just as if you were actually there. Relax and enjoy the sights, smells, and feelings of this peaceful scene as often and as long as you need to help you achieve relaxation.

5. Exercise

Aerobic exercise has become a very widely accepted technique for reducing stress in addition to all the other benefits exercise provides. This does not mean you have to jog ten miles a day. It merely means that a planned and consistent form of aerobic exercise, of whatever type you choose, will have a lasting and calming effect. If you haven't exercised in a while, start with a mild form of exercise. Brisk walking, bicycling, swimming, mini-trampolining, jumproping,

Reprinted from *Opening the Door to Opportunity: A Manual for Displaced Homemaker Programs* by permission of Career Concepts, P.O. Box 54, Northport, Alabama 35476.

aerobic dance, or jazzercise are some suggestions. Don't feel that you have to break any world records.

It is important that this aerobic activity be consistent. However, when you feel you are in a particularly stressful situation, a few minutes of your chosen aerobic activity, if that is possible at the time, may help alleviate some of that stress. It would take a lengthy explanation to detail the specific psychological benefits of aerobic exercise and the ways this exercise combats stress in the body, but let it suffice to say that increased blood flow to the brain and increased lung capacity has an instant and lasting effect on the the way the body handles stressful situations.

6. Prayer

Researchers in stress acknowledge that persons who rely on spiritual guidance for their lives reap some side benefits, one of which is reduction of stress. Whatever your religious leanings may be, a new awareness of the benefits of prayer may result in renewed spiritual closeness.

People who regularly attend church are thought to possess a moral and ethical framework which helps them handle everyday stress. In addition, they usually have a community of people willing to provide support, fellowship, and sharing common values.

7. Recreational interests

Other more indirect ways of reducing stress are also available. Listening to music, reading a good book, gardening, enjoying a delicious meal, participating in a hobby, and playing with children or grandchildren can be stress relievers. All of us should try to build into each day some time to participate in stress-relieving activities. This may include some time just to "do nothing." Most people now live such busy, hassled lives, that a few minutes to simply sit down in a quiet room and not feel the necessity to be busy can provide a great reduction in stress.

Reprinted from *Opening the Door to Opportunity: A Manual for Displaced Homemaker Programs* by permission of Career Concepts, P.O. Box 54, Northport, Alabama 35476.

Competency 2.0

Skills to maintain effective behaviors.

Indicator 2.05

Demonstrate skills in identifying support and networking arrangements (including role models).

Indicator 2.05: Students will be able to demonstrate skills in identifying support and networking arrangements (including role models).

Time: One hour

Content	Instructional Strategies	Instructional Resources
Support and networking strategies	Brainstorm strategies for networking and support	Flipchart
Mapping a support system	Activities	• Asking for Specific Help • Reminder List • Identifying New People

Asking for Specific Help

Directions: In the spaces below, first write in the name of the person, then write your request as though you were talking directly to that person. Remember that you do not have to restrict yourself to just one kind of help. After completing the handout, actually initiate several requests.

(To a friend who works in a company you would like to work for)

Name: ______________________________

Request for help: ______________________________

(To a classmate)

Name: ______________________________

Request for help: ______________________________

(To a casual acquaintance)

Name: ______________________________

Request for help: ______________________________

(To a friend who is a possible employer)

Name: ______________________________

Request for help: ______________________________

Reprinted from Nathan H. Azrin and Victoria A. Besalel, *Job Counselor's Manual* with permission of Pro-Ed, Inc., Austin, Texas.

(To a relative)

Name: ______________________________

Request for help: ______________________________

(To a friend who has the same type of job you would consider)

Name: ______________________________

Request for help: ______________________________

Reminder List

1. Of these people, select 5 people who would be most accessible to you in re-establishing ties that would lead to friendship and mutual support:

____

____

____

____

____

2. Think of ways to implement expanding your present support group to include these people. Write down several steps to accomplish this.

   a. ______________________________

   b. ______________________________

   c. ______________________________

3. Support groups are maintained through mutual interests and reciprocity. What do you have to offer others in your support group?

____

____

____

Reprinted from Nathan H. Azrin and Victoria A. Besalel, *Job Counselor's Manual* with permission of Pro-Ed, Inc., Austin, Texas.

Identifying New People

Directions: Under each of the following activities, list the names of friends with whom you shared that activity at one time or another that live in the area in which you want to work.

People I have invited to my house:

People who have invited me to their house:

People who belong to a club with me:

People I play or watch sports with:

Past roommates:

People I know from my neighborhood:

People I have dated, double-dated or gone out with:

People who have the same hobby as I do:

People I've done a favor for or who did me a favor:

People I've done things with (like bowling, playing cards, movies):

People in my place of worship:

Reprinted from *Single Parent/Homemaker Training for Life Skills Handbook: Final Report*, June, 1987, by permission of the Kentucky Department for Adult and Technical Education, Frankfort, Kentucky.

Questions:

1. What was the basis for the relationships in the first place (family, friend, employer, etc.)?
2. Who encouraged the continuation of the relationship, you or the other person?
3. Why do you think the relationship continues (advice, information, security, intimacy, social)?
4. Is the relationship 2-way, give and take?
5. Is the relationship based on some sort of obligation (I have to ask this person because. . .)?
6. How often is contact made (Do you interact daily, weekly, monthly)?
7. Do you enjoy the interactions (Do you feel better afterwards or anxious afterwards)?
8. Are you receiving something of value from this relationship?
9. Is this relationship one you would choose to continue?

Establishing Your Network Type:

Is your network "close-knit" (You, or you and spouse/boyfriend, family of origin, kin, some friends) and serves to maintain your present status? ____________

____

Is your network "loose-knit" (You, family, friends, work acquaintances, community resources) and serves to help you change your present status? ____________

____

Competency 2.0

Skills to maintain effective behaviors.

Indicator 2.06

Demonstrate skills to manage financial resources.

Indicator 2.06: Students will be able to demonstrate skills to manage financial resources.

Time: Two hours

Content	Instructional Strategies	Instructional Resources
Strategies to use in managing money	Instructor Notes, Overhead Transparency, Lecture/discussion, Handout	Steps in Money Management
Categories for spending money	Handout, discussion	Budget Categories
Self-assessment on personal approach to money	Activity sheet	Money Statements: Self-Inventory
Looking at budget examples	Activity sheets	Example #1 Example #2
Working on a personal budget	Activity sheet	• Money Management Basic Worksheet • Develop a Budget
Implementing one's budget, evaluating it and making necessary adjustments	Activity sheet	Implement, Evaluate, and Adjust
How to set up a budget in order to achieve education and training for a career.	Workbook	• Could This Happen to You? Changes or Challenges, pp. 57-81. • What Cost This Lifestyle, Career Choices, pp. 74-113

Page 2 of Indicator 2.06: Students will be able to demonstrate skills to manage financial resources.

Content	Instructional Strategies	Instructional Resources
Calculating one's budget to determine a minimum income	Computer software, out of class homework	**WCIS Materials:** Software: • Make a better buck (Budget Planning Exercise)
	Workbook	Print: • PrepSr, pp. 46-47 • Going to work, pp. 24-25

Steps in Money Management

Follow these six steps in working on the **Money Management Basic Worksheet:**

- **Keep a monthly record of all spending**

You need to know where money is going before making any financial plans. Keeping a record for at least three months gives a better picture of spending. Don't forget quarterly or yearly items.

- **Identify total monthly income**

Once you know where your money is going, it is just as important to know where it's coming from. Consider both money and non-money income (employer benefits and home production).

Employer benefits may include:
- life and health insurance
- sick leave
- retirement benefits
- unemployment insurance
- pension plans
- workmen's compensation
- stock purchase plans

Unpaid home production may include:
- child care
- meal preparation
- car or home repairs
- laundry
- snow removal
- others

Ask participants what it would cost to hire someone else to do these tasks.

- **Identify your values and set goals.**

Something we hold important or worthwhile is a value, while what we are willing to work or strive for is a goal. Setting short-term, intermediate and long-range goals, which reflect personal values, is a prerequisite step to managing money.

Reprinted from *Career Smart: Curriculum Guide for Making Smart & Healthy Decisions*, April, 1987, with permission of Minnesota Curriculum Services Center, Little Canada, Minnesota.

- **Estimate expenses.**

In order to prepare for developing a plan, or budget one must estimate expenses. Spending records, if available, can serve as a basis for a budget. If records are not available, memory, checkbook stubs, receipts and old bills can serve as reminders. There are two types of expenses:

- *Fixed or committed expenses* which include the regular, set expenses for rent or mortgage, utilities, insurance, car payments, etc. They are non-negotiable costs which represent some of the fundamental needs of a family for security and safety.

- *Flexible expenses* are more variable. These amounts fluctuate and tend to be more occasional in nature, i.e., gifts, household items, clothing, transportation, food, or entertainment.

Categories for both fixed and flexible expenses will differ for each individual/family, so participants should add or delete categories to reflect their unique situation. Categories will also differ before and during periods of unemployment.

It is recommended that budget planners spend some time analyzing their past spending habits. They need to ask themselves, "Can we continue our present pattern of spending? Will a new situation or condition alter spending? What expenses can we reduce or eliminate?" Answers to questions such as these determine amounts to be allocated to various budget categories.

- **Implement your spending plan.**

Give the new budget a try by recording actual expenses for at least one month. Develop a system for saving receipts or noting expenses. Then at the end of each week, add the amounts spent in each category. At the end of the month, total the expenses and compare them with the amounts budgeted.

- **Evaluate and make adjustments.**

Examine carefully what you actually spent compared with what you planned on spending. Are the figures close, or are they far apart? Why? In what ways will estimates need to be revised? Will it require even more self-discipline and management next month? Understand that a budget is a "working document" that changes as a family strives for a "balanced" budget - one that "fits" the family. As circumstances change, the budget must be adjusted to reflect new goals and needs.

In conclusion, the money management steps just outlined barely scratch the surface in ultimately gaining financial control. The spending plan, or budget, however, is a fundamental tool in managing money. Building skills in handling a budget is important in gaining control over one's finances. It helps people see that they do have the power and competence to solve their problems.

Six Steps to Money Management

1. Keep a monthly record of all spending
2. Identify total monthly money income
3. Identify your values and set goals
4. Estimate expenses
    - Fixed or committed expenses
    - Flexible expenses
5. Implement your spending plan
6. Evaluate and make adjustments

Reprinted from *Career Smart: Curriculum Guide for Making Smart & Healthy Decisions*, April, 1987, with permission from the Minnesota Curriculum Services Center, Little Canada, Minnesota.

Money Management

Six Basic Steps

- Keep a monthly record of all spending.
- Identify total monthly money income.
- Identify your values and set goals.
- Estimate expenses.
    - Fixed or committed
    - Flexible
- Implement your spending plan.
- Evaluate and make adjustments.

Reprinted from *Career Smart: Curriculum Guide for Making Smart & Healthy Decisions*, April, 1987, with permission from the Minnesota Curriculum Services Center, Little Canada, Minnesota.

Budget Categories

1. Housing: Rent or mortgage, fuel, electric, telephone, water, sewer, garbage, maintenance/repair.

2. Installments: All payments except mortgage. Record finance charges in lower half of the box.

3. Insurance: Life, car, property insurance, retirement (including deductions from paycheck).

4. Savings: Amounts set aside for future use.

5. Household: Cleaning supplies, tools, appliances/repair, including non-food items, such as detergents.

6. Food: Groceries and food supplies, beverages.

7. Food Eaten Out: School lunches, meals eaten away from home, etc.

8. Clothing: Clothing items, including uniforms; laundry, dry cleaning, and repair; fabric, sewing supplies.

9. Transportation and Car: Gas and oil, repairs, tires, license fees, public transportation, parking.

10. Child Care: Daily or occasional care and babysitting.

11. Contributions and Gifts: Church, charities, wedding, family gifts.

12. Medical/Dental: Doctor, dentist, prescriptions, glasses.

13. Education: Tuition, books, supplies, fees, equipment, lessons.

14. Personal: Beauty care, toiletries, personal items, magazines, stationery.

15. Recreation and Leisure: Movie tickets, charges for recreation, hobby supplies, vacation costs, recreational trips, books, records.

Reprinted from *Career Smart: Curriculum Gide for Making Smart & Healthy Decisions*, April, 1987, with permission from Minnesota Curriculum Services Center, Little Canada, Minnesota.

Money Statements: Self Inventory

Directions: Circle the number for the statements which present a fairly accurate picture of your approach to money.

1. You put money ahead of everything else in life, including health, love, family, recreation, friendship, and contentment.
2. You buy things you don't need or don't want because they are on sale.
3. You buy things you don't need or want because they are the right things to have, or because they might impress others.
4. Even when you have sufficient funds you feel guilty about spending money for necessities such as a new pair of shoes.
5. Each time you make a major purchase, you know you are being taken advantage of.
6. You spend money freely or foolishly on others but grudgingly on yourself.
7. You automatically say, "I can't afford it," whether you can or not.
8. You know to the penny how much money you have in your purse or pocket at all times.
9. You have difficulty making decisions about spending money regardless of the amount.
10. You feel compelled to argue or complain about the cost of almost everything you buy.
11. You insist on paying more than your share of restaurant checks or bar bills just to be appreciated or to make sure that you do not feel indebted to anyone.
12. You feel inferior to others who have more money than you, even when you know they have done nothing of worth to get it.
13. You feel superior to those who have less money than you, regardless of their abilities and achievements.
14. You feel anxious and defensive when asked about your personal finances.
15. In making any purchase your first consideration is the cost.
16. You feel "dumb" if you pay a little more for something than your neighbor did.
17. You prefer saving money to investing it because you're never sure when things will collapse and you will need the cash.
18. You feel that money is the only thing you can really count on.

Reprinted from *Career Smart: Curriculum Guide for Making Smart & Healthy Decisions*, April, 1987, with permission from Minnesota Curriculum Service Center, Little Canada, Minnesota.

Example #1

$840.00	Monthly net pay
-200.00	Childcare expenses (1 child full-time, 4 weeks at $50.00/week)
$640.00	Subtotal
-250.00	Rent/Mortgage
$390.00	Subtotal
-100.00	Utilities: LP gas, natural gas, oil, wood, electricity, water, telephone, cable
$290.00	Subtotal
-200.00	Food for 1 adult and 2 children
$ 90.00	Subtotal

$90.00 is the money left over after paying the above expenses.

Budget

Pay: $7.00/hour with benefits

Benefits: Cost of benefits vary. Some employers pay the greater share, but there is wide variation so remember to figure your costs. For this example, figure 5% of monthly gross for cost of benefits.

Gross Pay:

$ 7.00	(per hour)
X 40	(hours per week)
$280.00	(weekly gross pay)
X 4	(weeks in a month)
$1120.00	**Gross pay per month**

Net Pay:

20% of gross monthly pay for FICA, State and Federal taxes
5% of gross monthly pay for benefits
25% subtracted from gross = net pay

$1120.00	gross monthly pay
- 280.00	benefits, FICA, State and Federal taxes
$ 840.00	**Monthly net pay**

Reprinted with permission from Karen S. Isebrands, Nicolet Vocational, Technical and Adult Education District, Rhinelander, Wisconsin.

Example #2

$600.00	Monthly net pay
-250.00	Rent/Mortgage
$350.00	Subtotal
-100.00	Utilities: Heat, electricity, water, telephone, garbage pick-up
$250.00	Subtotal
-200.00	Food for 1 adult and 2 children
$ 50.00	Subtotal

This person may be eligible for food stamps but also, if she has a young child, must pay approximately $50.00 per week for childcare X 4 weeks = $200.00 per month.

Budget

Pay: $5.00/hour with benefits

Benefits: Cost of benefits vary. Some employers pay the greater share, but there is wide variation so remember to figure your costs. For this example, figure 5% of monthly gross for cost of benefits.

Gross Pay:		
	$ 5.00	(per hour)
	X 40	(hours per week)
	$200.00	(weekly gross pay)
	X 4	(weeks in a month)
	$800.00	**Gross pay per month**

This is approximately $10,000 per year. Note that the poverty level for a family of three is $10,060 per year.

Net Pay: 20% of gross monthly pay for FICA, State and Federal taxes
5% of gross monthly pay for benefits
25% subtracted from gross = net pay

$800.00	gross monthly pay
-200.00	benefits, FICA, State and Federal taxes
$600.00	**Monthly net pay**

Reprinted with permission from Karen S. Isebrands, Nicolet Vocational, Technical and Adult Education District, Rhinelander, Wisconsin.

Money Management Basic Worksheet

Name: ____

Money Management Plan for Month ________ Beginning ________ Ending ________

Steps in Money Management:
A. Record Spending
B. Identify Income
C. Identify Values; Set Goals
D. Develop a Budget
E. Implement the Budget
F. Evaluate, Make Adjustments

A. SPENDING RECORD - To use the spending record, list the item(s) in the left column and the dollar amount spent in the appropriate category. At the end of the month, total the columns. You will need to develop spending categories that work for your family. Listed on the insert are items which may go under each category. Be consistent about where you record items. You may want to star all items that are tax deductible.

Day	Item(s)	Categories* Housing/ Utilities	Installments	Finance Chgs.	Insurance	Savings	Household	Food	Food eaten out	Clothing	Transportation/Car	Child Care	Gifts	Contributions	Medical/ Dental	Education	Personal	Recreation/ Leisure	OTHER:	TOTALS
1.																				
2.																				
3.																				
4.																				
5.																				
6.																				
7.																				
8.																				
9.																				
10.																				
11.																				
12.																				
13.																				
14.																				
15.																				
16.																				
17.																				
18.																				
19.																				
20.																				
21.																				
22.																				
23.																				
24.																				
25.																				
26.																				
27.																				
28.																				
29.																				
30.																				
31.																				
TOTAL FOR EACH SPENDING CATEGORY:																				

Develop a Budget

You are now ready to begin to set up your spending plan, or your budget on the goals, income and expenses of your family. You'll need a calendar, calculator, pencils, checkbook and spending record.

Considerations:

1. Differentiate between fixed and flexible costs. *Fixed* expenses are set, non-negotiable costs which must be paid on specific dates in specific amounts. *Flexible* costs are more variable. They fluctuate in amount and payment date.
2. Set aside a certain amount each month to cover major single expenses and future goals - e.g., auto insurance, new dryer. Keep set aside funds in a separate account.
3. Build a small fund for emergencies not covered by insurance, e.g., replace fuel pump, repair plumbing.
4. Plan to repay loans. Designate an amount to be paid each month.
5. Revise budget categories to reflect needs and spending patterns of family.
6. Use spending records to estimate how much to estimate on food, transportation, recreation and other categories.
7. Remember that your budget can be adjusted - it serves as a *guide* in making spending decisions, and helps you be in control of your money.

	MONTH:______ EXPENSES	WEEK BEGINNING	WEEK BEGINNING	WEEK BEGINNING	WEEK BEGINNING	WEEK BEGINNING	MONTHLY TOTAL
FIXED	Housing						
	Services & Utilities						
	Installments						
	Insurance						
	Savings						
	Other Fixed:						
FLEXIBLE	Household						
	Food & Meals Eaten Out						
	Clothing						
	Transportation						
	Child Care						
	Gifts-Contributions						
	Medical						
	Education						
	Personal						
	Other Flexible:						
	TOTAL						

Checking the Balance:
1. Monthly Income Total =_______
2. Monthly Expenses Total =_______
Money Left (1-2) =_______

Implement, Evaluate, and Adjust

Directions: Give the new spending plan a try by recording actual expenses for at least one entire month. Develop a system for family members to save receipts or note expenses. At the end of each week, add the amounts spent in each category. At the end of the month, total the expenses and compare them with the amounts budgeted. It's a good idea to keep all financial records together in one place.

Actual Monthly Spending Summary:

Check to see how actual expenditures relate to what you'd planned to spend.

Expense Category	Budgeted	Spent	Revised Budget
Totals	$	$	$

1. What was the difference between what you budgeted and what you spent?

2. What changes need to be made in order to have a "balanced budget?"

Reprinted from *Career Smart: Curriculum Guide for Making Smart & Healthy Decisions*, April, 1987, with permission from Minnesota Curriculum Service Center, Little Canada, Minnesota.

Competency 3.0
Overview

Adapting to change is something everyone does at many points in their lives. One could say the only constant in life is change, especially in modern times when change occurs at ever increasing rates. Even though individuals often resist change, it can stimulate physical, emotional, or intellectual growth. Instructors should encourage individuals approaching change in their lives, whether required or voluntary, to appreciate the opportunity it represents and approach it with eagerness rather than with apprehension or dread.

Career goals individuals set for themselves depend to a large extent on how they were indoctrinated as children regarding what roles women and men fill in society. As people become more aware of their options, or as they grow emotionally and intellectually, their motivations and aspirations inevitably change as well. Participants completing Competency 3.0: Understanding Developmental Changes and Transitions will be able to:

3.01: Describe how personal motivations and aspirations may change over time.
3.02: Describe physical changes that occur with age and adapt work performance to accommodate these.
3.03: Identify external events (e.g. job loss, job transfer) that require life changes.

Women, more so, perhaps, than men, experience physical change in their lives. Their bodies undergo monthly cycles that incorporate definite, if subtle, physical change. Pregnancy alters a woman's metabolism along with her responsibilities and lifestyle. A person's health status may vary, causing alterations to which one must adapt. Similarly, age brings with it physical change to a greater or lesser degree, possibly requiring accommodations in lifestyle or employment. Instructors may want to focus on changes participants themselves have experienced at various points in their lives, and discuss innovative or alternative responses.

When individuals face major change such as marriage, divorce, the birth of a child, career change, or a move to a new location, whether or not by choice, they can act to make it a positive event. Individuals undergoing change need to ask themselves what it is they really want, what values they hold, as well as the realities of their financial outlook. Individuals contemplating change need to know who they can rely on for support and whether they have the *energy* to complete the change.

The activities chosen for this competency will help participants plan for change.

Based on materials from:

Bingham, M., Stryker, S., & Edmondson, J. (1987). Changes: A woman's journal for self-awareness and personal planning. Santa Barbara, California: Advocacy Press.

Competency 3.0

Understanding developmental changes and transitions

Indicator 3.01

Describe how personal motivations and aspirations may change over time.

Indicator 3.01: Students will be able to describe how personal motivations and aspirations may change over time.

Time: Two hours

Content	Instructional Strategies	Instructional Resources
Discussion of how personal motivations and aspirations may change over time and what causes these changes	Speakers from community or former participants in the Single Parent/Displaced Homemaker Program	Speakers from the community or from previous Single Parent and Displaced Homemakers Program whose personal motivations and aspirations changed over time.
Time line activity to determine what was and is important at various stages of participants' lives.	Discussion, diagram timeline of a participant's personal motivations and aspirations over time span or use a case study	Class volunteer(s) or case studies of individuals (real or fictional)
Diagram timeline of motivational changes which may occur along a continuum beginning now and projection to the future	Activity, discussion	Paper and pencil

Competency 3.0

Understanding developmental changes and transitions.

Indicator 3.02

Describe physical changes that occur with age and adapt work performance to accommodate these.

Indicator 3.02: Students will be able to describe physical changes that occur with age and adapt work performance to accommodate these.

Time: One hour

Content	Instructional Strategies	Instructional Resources
Define aging characteristics: • physical • mental • psychological • social	Lecture/discussion	Aging resources:
Understanding of physical changes that may occur with age and strategies to accommodate these changes	Speaker(s)	Community speaker(s)
Learning coping skills, building support systems and working at personal growth to achieve a state of wellness.	View video. Follow-up discussion.	Recommended Vocational Studies Center video: • To Be Me

Competency 3.0

Understanding developmental changes and transitions.

Indicator 3.03

Identify external events (e.g., job loss, job transfer) that require life changes.

Indicator 3.03: Students will be able to identify external events (e.g., job loss, job transfer) that require life changes.

Time: One hour

Content	Instructional Strategies	Instructional Resources
Identify what one wants or needs to change	Workbook	- So What's New? Planning for Change, Changes, pp. 152-159.
Assessing physical and emotional stamina for change	Workbook	- Physical and Emotional Energy for Change, Changes, pp. 160-167.

Competency 4.0
Overview

Individuals face many career decisions. They must select appropriate occupations, enroll in educational or training programs to prepare them for that field, and find positions in the field they are eligible to fill.

Many adults and most youths know about only a few of the many opportunities the world of work offers. This dearth of information stems from relying on jobs encountered in daily life or those glamorized by the media, as the options from which to choose. Most jobs remain relatively invisible and the rewards and opportunities they offer largely unknown.

Similarly, career preparation paths often remain obscured in vagueness. Researching vocational interests, however, usually leads to information regarding how to enter potential occupations. Many have more than one pathway; students must learn about each before making career decisions.

Participants completing Competency 4.0: Skills to Enter and Participate in Education and Training will be able to:

4.01: Describe short- and long-range plans to achieve career goals through appropriate educational paths.
40.2: Identify information that describes educational opportunities (e.g., vocational educaton, job training programs, employer-sponsored training, graduate and professional study).
4.03: Identify strategies to overcome personal barriers to education and training.
4.04: Describe community resources to support education and training (e.g., child care, public transportation, public health services, mental health services, welfare benefits).

The services of the entire community must be tapped to help single parents and displaced homemakers obtain the education they need. Participants frequently face intimidating problems which may be alleviated through the services of the following agencies or programs.

- **The Wisconsin Vocational, Technical and Adult Education System** provides employment education for people throughout their lives. The VTAE system operates in sixteen local districts and uses the resources of each geographic area to provide skill training programs to meet the employment demands of Wisconsin citizens and businesses.

- **Job Service Wisconsin** is a division of the State Department of Industry, Labor and Human Relations which links job seekers with existing jobs. It offers many services to both employers and job seekers.

- **Job Training Partnership Act** (JTPA) programs support job training and placement services for unemployed and other low income people with certain employment barriers. JTPA provides many services to meet needs ranging from vocational assessment to job placement help.

- **Apprenticeship** programs are a time-honored training systems, where skilled workers pass on knowledge of a trade to an apprentice. Apprenticeships last from two to five years, combine on-the-job training with classroom training, and provide pay for hours worked and in school. Apprenticeable trades fall into three groups: construction, manufacturing, and services.

- The **Wisconsin Division of Vocational Rehabilitation** (DVR) helps individuals with physical, emotional, or learning disabilities prepare for jobs. DVR clients can have any disability which prevent employment. Services can be provided only if there is a reasonable expectation that the person can return to work.

- **Adult basic skills courses** help individuals prepare for the job market or qualify for more training by helping them improve their basic skills.

Other programs participants may want to pursue include:

- Human Growth and Development Grant Program;
- Aid to Families with Dependent Children Program;
- Food Stamp Program;
- Medical Assistance;
- Women, Infants and Children Program (WIC);
- Wisconsin Occupational Information Coordinating Council (WOICC);
- Vocational Equity Resource and Technical Assistance Center;
- The Vocational Studies Center; and
- Wisconsin Clearinghouse.

Based on materials from:

Wisconsin Occupational Information Coordinating Council. (1991). Wisconsin Works: Career Opportunities Guide, 1991. Madison, Wisconsin: Author.

Women's Bureau, U.S. Department of Labor (1984). Women in Nontraditional Careers: Curriculum Guide. Washington, D.C.: For sale by the Superintendent of Documents, U.S. Government Printing Office.

Competency 4.0

Skills to enter and participate in education and training.

Indicator 4.01

Describe short- and long-range plans to achieve career goals through appropriate educational paths.

Indicator 4.01: Students will be able to describe short and long-range plans to achieve career goals through appropriate educational paths.

Time: One hour

Content	Instructional Strategies	Instructional Resources
Importance of setting goals	Workbook	Goal Setting, Changes, pp. 106-109.
Steps in setting goals	Overhead transparency Lecture/discussion	Steps in Setting Goals
Identifying guidelines for setting goals	Discussion Overhead transparency Handouts	Goal Setting Guidelines • Guidelines for Goal Setting • Steps to Goal Setting
Practice in setting goals and objectives	Workbook	Setting Goals and Objectives, Changes, pp. 186-191.
Looking at an example of establishing personal goals and objectives	Handout	Goals and Objectives Example
Establishing personal goals and objectives	Activity Sheet	• Goals and Objectives • Goal-Setting Principles
Evaluating personal goal plan	Activity	Goal Plan Evaluation

Page 2 of Indicator 4.01: Students will be able to describe short and long-range plans to achieve career goals through appropriate educational paths.

Content	Instructional Strategies	Instructional Resources
Exercise in making career goal decisions	Workbook	Exercise: Career Decisions, Coming Alive From Nine to Five: The Career Search Handbook, pp. 151-155.
	Workbook	**WCIS Materials:** Print Materials: College Options Planner

Steps In Goal Setting

1. Make lists
2. Define objectives
3. Establish a timetable
4. Review your goals
5. Write your goals
6. Share your goals
7. Start immediately
8. Review your progress
9. Reward yourself

Reprinted from *Opening the Door to Opportunity: A Manual for Displaced Homemaker Programs* by permission of Career Concepts, P.O. Box 54, Northport, Alabama, 35476.

Guidelines for Goal Setting

1. **Be sure your goals are your own.**
   - It's your life. No one can set your goals for you.
   - Setting your own goals and striving to achieve them is a major step toward personal freedom and a meaningful life.

2. **Make your goals specific.**
   - The more specific your goals, the more direction they will provide.
   - Describe your goal as vividly as possible, i.e., "What can I do to my hair, skin, weight?" rather than "I want to look better."
   - Put your goals in writing. This helps you identify more clearly what you want. It increases personal commitment to them--an important factor in achievement.

3. **Your goal must be consistent.**
   - Are your goals and values compatible?
   - Incompatibility can lead to uncertainty and indecision resulting in pursuing no goals at all.
   - It's possible to set two or more goals where attainment of one prevents the other.
   - As a growing person, your needs and values are forever evolving; therefore you need to reevaluate goals periodically.

4. **Set realistic, attainable goals.**
   - Unattainable goals aren't goals, they're fantasies.
   - Identify the cost of accomplishing your goal in terms of money, effort and/or time.
   - Do you want to attain this goal, weighing the "cost" involved against satisfaction to be gained?

5. **Make your goals self-actualizing!**
   - High achievers get satisfaction by continually setting challenging and attainable goals.
   - Ask yourself whether this goal will provide a sense of achievement.
   - If you succeed, what will it do for you?

6. **Your goals must be measurable.**
   - If you cannot quantify, measure, rate or describe a goal, you may not know when you have attained it.
   - Set long-term, intermediate, and daily goals.
   - Coordinating your goals helps you to set priorities on your time, energy, and money.

Reprinted with permission from Miki Martin-Erschnig, Waukesha County Technical College, Pewaukee, Wisconsin.

Steps to Goal-Setting

1. Make a list of all the things you think you'd like to do within your lifetime. This may take several days, but it's worth the time. Don't rule out anything because of age, lack of money or education, or any other barrier. Write down everything you can think of you'd like to do.

2. From this lifetime list, choose the things you think you can reasonably accomplish or at least begin within the next five years.

3. From your five-year list, decide which goals you can reasonably accomplish or at least begin within the next year. This will be your immediate goal list.

4. If you think you have too many goals on this list, prioritize. Decide which goals are reasonable for you to work on this next year.

5. For each separate goal, make a list of objectives -- ways in which you are going to proceed to reach this goal. The objectives are the small steps it takes to achieve your major goal. Don't leave out any step that will be necessary for each goal.

6. For each objective, set a time limit, a deadline. This needs to be exact to prevent procrastination.

7. Review your goals and objectives. Be sure your goals are realistic and yet present a challenge. Determine if your time limits are reasonable so that you are working toward your goal but are not overcome by stress.

8. Make sure all of the goals you have stated are really your own goals. Don't set goals just for the approval of your parents, spouse, children, or friends. Don't set goals because you think they're the "proper" goals. Set goals that do not conflict with your own value system.

9. Write these goals down. Post them where you'll see them frequently.

10. Tell someone else what goals you've set. This may be a family member, friend, or mentor. Voicing your goals to another person reinforces your commitment.

11. Start immediately to work toward your goals. Don't wait for a more appropriate time. Do it now!

12. Set a specific time each week or month to review your progress. Find out if you are honoring your timetable. If not, is it a mattter of discipline or do you need to revise your plan? Make necessary adjustments and continue toward your goals.

13. Reward yourself in some small way for each objective reached and in a large way for each goal met. You may want to set out specific proposed rewards as part of your initial plan to provide an added incentive.

Reprinted from *Opening the Door to Opportunity: A Manual for Displaced Homemaker Programs* by permission of Career Concepts, P.O. Box 54, Northport, Alabama 35476.

Goal Setting Guidelines

- Be sure your goals are your own
- Make your goals specific
- Your goal must be consistent
- Set realistic, attainable goals
- Make your goals self-actualizing
- Your goals must be measurable

Reprinted with permission from Miki Martin-Erschnig, Waukesha County Technical College, Pewaukee, Wisconsin.

Goals and Objectives

Goal: To enroll in one class for the next quarter

Objectives:	**Deadline:**
1. Consult and admissions counselor.	Feb. 1
2. Apply for admission.	Feb. 4
3. Request transcripts from other schools attended.	Feb. 4
4. Apply for financial aid.	Feb. 4
5. Obtain class schedule for next quarter.	Feb. 10
6. Choose which class I will attend.	Feb. 17
7. Determine registration and pre-registration dates.	Feb. 17
8. Register for class.	Feb. 20
9. Arrange for child care.	Feb. 26
10. Buy books and supplies.	Feb. 28

Date Goal Accomplished: Attended first class - March 1.

Reprinted from *Opening the Door to Opportunity: A Manual for Displaced Homemaker Programs* by permission of Career Concepts, P.O. Box 54, Northport, Alabama 35476.

Goals and Objectives

Goal: ____________________

Objectives: **Deadline:**

1. ____________________ __________
2. ____________________ __________
3. ____________________ __________
4. ____________________ __________
5. ____________________ __________
6. ____________________ __________
7. ____________________ __________
8. ____________________ __________
9. ____________________ __________
10. ____________________ __________

Date Goal Accomplished: ____________________

Reprinted from *Opening the Door to Opportunity: A Manual for Displaced Homemaker Programs* by permission of Career Concepts, P.O. Box 54, Northport, Alabama 35476.

Goal-Setting Principles

Directions: Fill in the blanks for the following questions. Be honest in your responses.

A. Write a personal goal based on a decision you have made in your life.

____

____

B. Plan your goal by describing possible obstacles and ways to resolve them.

Possible Obstacles	Ways to Resolve Them

C. Write down the steps you will take to reach your goal:

1. ____________________________________
2. ____________________________________
3. ____________________________________
4. ____________________________________
5. ____________________________________
6. ____________________________________

Reprinted from *Single Parent/Homemaker Training for Life Skills Handbook: Final Report*, June, 1987, by permission of the Kentucky Department for Adult and Technical Education, Frankfort, Kentucky.

D. Prioritize the steps and determine how long it will take to accomplish each priority.

Prioritize the steps	Time to accomplish each priority

E. List major categories in the time order they would best follow:

Goal Plan Evaluation

1. Is the goal clear? _____ yes _____ no
   What is unclear?

2. Do the major categories lead to the goals? _____ yes _____ no
   What must be added?

3. Do the steps seem workable? _____ yes _____ no
   How can they be improved?

4. Are the steps realistic? _____ yes _____ no
   How can they be improved?

5. Are obstacles dealt with? _____ yes _____ no
   What obstacles should be considered?

6. Are all phases in time order? _____ yes _____ no
   What should be changed?

7. Will the plan work?

4	3	2	1
Definitely	Probably	Maybe	No

8. How can the plan be improved?

Reprinted from *Single Parent/Homemaker Training for Life Skills Handbook: Final Report*, June, 1987, by permission of the Kentucky Department for Adult and Technical Education, Frankfort, Kentucky.

Competency 4.0

Skills to enter and participate in education and training.

Indicator 4.02

Identify information that describes educational opportunities (e.g., job training programs, employer-sponsored training, graduate and professional study).

Indicator 4.02: Students will be able to identify information that describes educational opportunities (e.g. job training programs, employer-sponsored training, graduate and professional study).

Time: Two hours

Content	Instructional Strategies	Instructional Resources
Options for educational opportunities	Lecture/discussion Overhead transparency Handout	Types of Training/Education
Education and/or training opportunities	Workbook	Getting the Education or Training You Need, Career Choices, pp. 267-269
State funded programs: • Target population served • Purpose • Eligibility • Statutes/Admin. rule • Funding • Application procedures • State contact	Instructor Resource, discussion	• Carl Perkins • Job Training Partnership Act (JTPA) 8% • Job Opportunities and Skills Training Program (JOBS)
Educational opportunities via state funded programs	Presentation(s) from state funded programs Handouts from presenters	Speaker(s) from: • JTPA representative • VTAE rep • University rep • Businesses with on-the-job training opportunities

Page 2 of Indicator 4.02: Students will be able to identify information that describes educational opportunities (e.g. job training programs, employer-sponsored training, graduate and professional study).

Content	Instructional Strategies	Instructional Resources
	Workbooks	**WCIS Materials:** Print Materials: • PrepSr, pp. 32-36 • Education handbook • Going to work, pp. 14-19. • Wisconsin works, pp. 4-23. • College options planner
	Computer lab, out of class work	Software: College selector
Opportunities available through apprenticeship program	Speaker(s) Apprenticeship handouts	Apprenticeship speaker(s) from the community discuss apprenticeship program
Apprenticeships in Wisconsin as of 7/90	Handout, discussion	Current Active Apprenticeships in Wisconsin as of July 1990
Current apprenticeship situation in Wisconsin	Instructor Resource	State Lags: Apprenticeship System Slow to Attract Women
	View film	Recommended Video: New Tomorrows, (Wisconsin VTAE system)

Types of Training/Education

When deciding on a career choice, one may consider the options of training for various occupations. One can receive training for various occupations through on-the-job training experience, apprenticeship programs, military service, a college or university, or vocational/technical training.

On-the-job training, apprenticeships, and the military are the options that allow you to earn money while you learn a trade. On-the-job training and apprenticeships are becoming increasingly more limited, and on-the-job training is shifting from employers offering training for a job to one of offering familiarization. The military can offer training in five branches of the military service. These branches are the Army, Navy, Air Force, Marine Corps, and Coast Guard. Within each of these branches, an individual has the option of being in active services, the services, or the guards.

In Wisconsin, **vocational/technical training** is through the VTAE (Vocational, Technical, and Adult Education) System. There are 16 districts in Wisconsin and each one of these districts provides a wide range of educational programs and services. The types of programs in a VTAE school usually include the following: associate degree programs, vocational diploma programs, adult education programs, and a variety of special education services. The Wisconsin VTAE System is committed to an "open door" policy, whereby all persons eligible are admitted.

For educational training at **colleges and universities** in Wisconsin, one can consider the private schools and the University of Wisconsin system. The types of training at a college are varied and one may obtain an associate degree, a bachelor's degree, or an advanced degree. Admission requirements vary for each school. Contact the Admissions Office of the particular school of you interest for more specific information. For information on any college or university programs and services in the University of Wisconsin system, you may **call toll free 800-442-6459** from 9:00 a.m. to 4:30 p.m. Monday through Friday.

Reprinted with permission from Lori A. Weyers, Fox Valley Technical College, Appleton, Wisconsin.

Types of Training/Education

- Vocational/Technical training (Vocational, Technical, and Adult Education System)
- On-the-Job Training
- Apprenticeships
- Military
- Colleges and Universities

Carl Perkins Act

Target Population Served:
Single parent: an individual who is unmarried or legally separated from a spouse and has a minor child for which the parent has either custody or joint custody.

Purpose:
- To provide, subsidize, reimburse, or pay for vocational education and training activities that will furnish single parents with skills for employability and economic self-sufficiency.
- To provide support services for single parents.
- To provide information on education and training.

Statutes/Admin. Rule:
Carl D. Perkins Act.
Public Law 98-524.
State Plan for Vocational Education.

State Level Contact:
Wisconsin Board for Vocational, Technical and Adult Education
Fran Johnson
Sex Equity Consultant
310 Price Place
Madison, WI 53707

Job Training Partnership Act (JPTA) 8%

Target Population Served:
- Teen Parents
- Economically disadvantaged
- Handicapped
- Individuals facing barriers to employment

Purpose:
- To establish programs to prepare youth and unskilled adults for entry into the labor force
- To afford job training to those economically disadvantaged individuals and other individuals facing barriers to productive employment.

Eligibility:
Local agencies and organizations approved in the Private Industry Council/Job Training Plan and the 8% Education coordination Grant/Job Training Plan.

Statutes/Admin. Rule:
Job Training Partnership Act Public Law 97.300.
Title IIA, Education, Incentives, Admin. Costs, and Older Workers.

Funding:
Federal funds disseminated to states, service delivery areas, and education institutions in accordance to mandates of the act.

Application Procedures:
Funds are available through a "Request for Proposal (RFP)" process at both the state and local level. Due: January-March.

Additional Information:
- Not less than 90% of the 78% (Title IIA) available shall be expended on activities for economically disadvantaged.
- Not less than 75% of the 8% funds available shall be expended for activities for economically disadvantaged.
- Local Private Industry Council (PIC) option.

State Level Contact:
Department of Public Instruction
ATTN: JTPA
P.O. Box 7841
Madison, WI 53707
608-267-9166

Job Opportunities and Skills Training Program (JOBS)

Target Population Served:
Adults, 18 and over, who are receiving AFDC.

Purpose:
To provide programs with the following components:

- Job-readiness skills
- Education and/or training
- Basic education/remedial education
- Motivation
- Life skills
- Work experience
- Subsidized training employment
- Employment search
- Assessment

Eligibility:
AFDC recipients, 18 years and over.

Statutes/Admin. Rules:
Federal Family Support Act of 1988.
s. 49.50
HSS 206, 209, 210.

Funding:
$44 million Federal funds and state funds together.

Application Procedures:
Referral to JOBS Program must be made by the county Department of Social Services (only AFDC recipients are eligible).

State Level Contact:
Department of Health and Social Services
ATTN: JOBS
P.O. Box 7935
Madison, WI 53707
608-266-3486

Current Active Apprenticeships in Wisconsin as of July 1990

Construction Trades	Total Apprentices	Women	People of Color
Asbestos Worker	53	0	0
Bricklayer/Mason	120	0	0
Carpenter	622	13	28
Cement Masonry	31	1	0
Electrician	738	16	27
Environmental Systems Technician	51	0	0
Glazier	20	0	2
Iron Worker	84	0	6
Boilermaker	1	0	0
Line Construction	28	0	0
Operating Engineer	290	10	24
Painter/Decorator	121	3	9
Plasterer	6	0	0
Plumber	627	4	9
Roofer	9	0	1
Sheet Metal Worker	428	7	8
Sprinkler Fitter	44	1	0
Steamfitter	261	4	3
Totals:	3540	59	117

Industrial Trades	Total Apprentices	Women	People of Color
Carpenter Maintenance	15	1	0
Designers	7	0	0
Die Sinker	7	0	0
Drafting	8	2	1
Electrical Maintenance	301	6	7
Electric Motor Repair	4	0	0
Electrical Technician	63	4	1
Foundry Technician	12	0	1
General Maintenance	157	6	2
Industrial Tool and Die	135	2	3
Ind. Truck Mechanic	22	0	0
Injection Mold Setup	22	2	2
Instrument Repair	49	2	0
Machine Adjuster	15	0	2
Machine Erector	6	0	0
Machine Repair	139	6	0
Machinist	258	7	9

Reprinted from *A Guide to Apprenticeship in Wisconsin: Geared for Progress*, revised September 1990, Bureau of Apprenticeship Standards, Wisconsin Department of Industry, Labor and Human Relations, Madison, Wisconsin.

Industrial Trades (continued)	Total Apprentices	Women	People of Color
Maintenance Mechanic	11	0	1
Maintenance Millwright	72	0	1
Metal Fabricator	66	2	1
Millwright	167	4	3
Miscellaneous Industrial Electrical Trades	0	4	2
Miscellaneous Manufacturing Trades	21	1	0
Painter Maintenance	2	0	0
Pipefitter Maintenance	118	4	4
Patternmaker	64	0	1
Power Engineer	7	0	0
Substation Electrician	17	0	0
Tool and Die Maker	455	5	3
Tool Maker	30	0	0
Welder	22	0	0
Totals:	2272	58	44

Service Trades	Total Apprentices	Women	People of Color
Auto Body Repair	1	0	0
Auto Mechanic	5	0	0
Baker	4	0	2
Barber	73	68	26
Barber/Cosmetologist	113	85	4
Cosmetologist	32	24	15
Cook-Chef	77	16	5
Electric Lineworker	142	0	4
Firefighter	127	2	6
Firemedic	62	13	7
Funeral Director	116	26	6
Gas and Electric Service Trades	25	0	0
Graphic Arts Trades	28	1	2
Meat Cutter	3	0	0
Metering Technician	4	0	0
Miscellaneous Service Trades	4	0	0
Optical Technician	0	4	0
Radio and TV Repair	1	0	0
Surveyor	1	1	0
Truck Mechanic	11	1	1
Totals:	828	241	78

	Total Apprentices	Women	People of Color
Grand Totals:	6640	358	239

State Lags: Apprenticeship system slow to attract women

By Scott Lautenschlager
Business Reporter

Although it is the oldest in the nation, Wisconsin's apprenticeship system is lagging behind other states when it comes to attracting women.

As a result, women here have made little progress in gaining high-paying jobs in construction and other trades.

As of July 1, there were 363 women in Wisconsin apprenticeships, roughly 5 percent of all participants, according to the state Bureau of Apprenticeship Standards.

Bureau Director LaMarr Billups said the female participation rate has been stuck near the 5 percent level since the mid-1970s, when federal financial support began to drop.

Women have fared better nationally, although they still account for only a small percentage of apprenticeships. According to the Women's Bureau in the U.S. Labor Department, female participation nationwide rose from 3.1 percent in 1978 to 7 percent a decade later.

Women have failed to gain a significant share of apprenticeships even though their participation in the total labor force is increasing and they account for almost half of all workers. Women made up 45 percent of Wisconsin's labor force last year, compared with 43 percent in 1980.

Apprenticeship is the key to entering skilled trades in construction, manufacturing and services.

Elsie Vartanian, director of the U.S. Women's Bureau, said during a recent visit to Madison that getting more women into apprenticeships would significantly reduce the wage gap with men.

Women overall earn 65 percent of what men are paid, and the gap is greatest in the highest paying occupations, government data show. (The gap, however, declined by 5 percentage points during the 1980s, largely because of increases in womens' earnings per hour, according to a study by the U.S. Labor Department.)

Indeed, Billups said he hopes that the high wages offered by many skilled trades will draw women into apprenticeships. In some trades, he said, "you get dirty, but in exchange for that you make $18 to $20 an hour."

Apprenticeship training involves employers, trainers, labor unions, government and schools. It includes classroom instruction and on-the-job training supervised by experienced tradespeople.

Skills have been passed on through master-apprentice relationships since the Middle Ages, but it wasn't until Wisconsin passed an apprenticeship law in 1911 that the United States had its first formally regulated system.

Today, Wisconsin's system trains workers for 76 occupations ranging from welder to bricklayer to funeral director.

Reprinted from the *Wisconsin State Journal*, July 14, 1991.

A plumber's apprenticeship involves training of at least four years and 8,000 hours. To learn how to operate big construction equipment, the apprenticeship involves at least three years and 3,900 hours.

Of the 7,191 people in Wisconsin apprenticeships on July 1, more than half (3,920) were in construction trades. Outside construction, tool and die maker was the most popular apprenticeship with 439 participants.

More than one-third of the women apprentices, however, were in the traditionally female, and relatively low-paying, fields of cosmetology and barbering. Only three women were learning to be plumbers. There were no women in the bricklaying program, even though the trade was popular enough to attract 146 men.

Deeply rooted attitudes are behind the low female participation, in traditional male domains, according to people familiar with the apprenticeship program.

"It does have to do with how we socialized young women and girls," Billups said. "They aren't exposed at early ages to the use of tools."

Vartanian agreed that attitudes are a hindrance, but she said problems go beyond simply failing to provide little girls with role models and opportunities. A major deterrent to female participation in apprenticeships is sexual harassment; Vartanian said.

This was disputed by Jim Pierce, a staff representative for the Wisconsin State AFL-CIO, who works with the construction trades.

Sexual harassment may have occurred 10 years ago, but "I don't think there is any anymore," he said.

"There's always a certain amount of hazing," Pierce said, referring to ritualized teasing that inexperienced workers are subjected to. But that is aimed at all apprentices, male and female, he said.

Pierce said he believes that the "unsavory" aspects of construction work -- exposure to the weather and physically demanding labor -- are more likely to keep women out of the building trades than harassment. Aside from that, "mostly it's because (women) are not aware" of the opportunities, he said.

To broaden participation in apprenticeships, the state plans to start a program for juniors and seniors in high school. The proposed state budget for the next two years includes $150,000 for the new program.

Richard Dignan, director of vocational education in the state Department of Public Instruction, said the funding is not much. "But it may be sufficient for (state officials) to get their plan together and launch an effective program," he said.

Schools will be bound by law to give girls equal access to apprenticeships, just as they are for all programs, Dignan said. "But we still operate with freedom of choice," so female participation will depend on the girls' level of interest, he said.

The federal government and unions also are taking steps to improve conditions for women.

Last month, the Labor Department, Wisconsin AFL-CIO and other organizations sponsored a regional conference in Madison called "Forging New Traditions: Tradeswomen Building in the '90s." The event, one of several being organized around the country, allowed women to share information on recruiting women for the trades, organizing support groups and fighting discrimination.

Vartanian cited Madison Area Technical College as an example of how schools can help women into the skilled trades. MATC has a program called "Tools for Tomorrow," which introduces female students to the trades with the help of working women who have broken the sexual barrier. About 40 students enrolled in the program last school year, the program's first.

Such efforts notwithstanding, many significant hurdles remain to be crossed before women are equitably represented in the skilled trades, Dignan said.

"Apprenticeship has not been socially acceptable for women," he said. And even with the new stress on broadening their participation, "women aren't going to rush out to be plumbers and carpenters."

For information about apprenticeships in Wisconsin, contact the state Bureau of Apprenticeship Standards at 266-3133 or the apprenticeship coordinator at the nearest state vocational school. The number at MATC is 246-5200.

Competency 4.0

Skills to enter and participate in education and training.

Indicator 4.03

Identify strategies to overcome personal barriers to education and training.

Indicator 4.03: Students will be able to identify strategies to overcome personal barriers to education and training.

Time: 3 hours

Content	Instructional Strategies	Instructional Resources
Maslow's hierarchy of needs	Instructor Notes, Lecture/discussion Overhead transparency Handout	Maslow's Hierarchy of Needs
Maslow's hierarchy of needs revisited	Workbook	Lifestyles of the Satisfied and Happy, Career Choices, pp. 56-59
Assessment of personal needs	Activity sheet	• Personal Need Questionnaire • Personal Need Analysis
Personal barriers and strategies to overcome: • Cultural barriers • Disabilities • Sex-role stereotypes • Fears of returning to school	Participants brainstorm barriers and record on flipchart (2 columns) • Barriers to education and training • Strategies to overcome	Flipchart
Strategies to use to overcome personal barriers to education and training	Speaker(s)	Former Program participants who have overcome personal barriers to education and training
Examining needs of single parents and displaced homemakers. Sample case studies	Instructor Resource	Vocational Studies Center: Case Studies, Single Parents, etc.

Page 2 of Indicator 4.03: Student will be able to identify strategies to overcome personal barriers to education and training.

Content	Instructional Strategies	Instructional Resources
Risk taking techniques for overcoming anxieties and making decisions	Workbook	• Taking risks, Choices, pp. 224-225. • Risk Taking, Changes, pp. 137-139. • Setting goals and Solving problems," Choices, pp. 181-185.
	Workbook	**WCIS Materials:** • Wisconsin works
	View video	**Recommended Vocational Studies Center video:** • Stepping out

Maslow's Hierarchy of Needs

According to Dr. A. H. Maslow, a person's wants are always increasing and changing. Once an individual's basic (primary) needs have been satisfied, other (secondary) needs take their place. To satisfy these needs, people expend energy. However, once a need has been somewhat satisfied, it no longer acts as a motivating force. Individuals begin to invest their energy in the next higher level need.

Maslow's theory of motivation stresses that people are motivated to satisfy many needs, some of which are more pressing than others. If a number of needs are unsatisfied at any given time, the individual will move to satisfy the most pressing one(s) first.

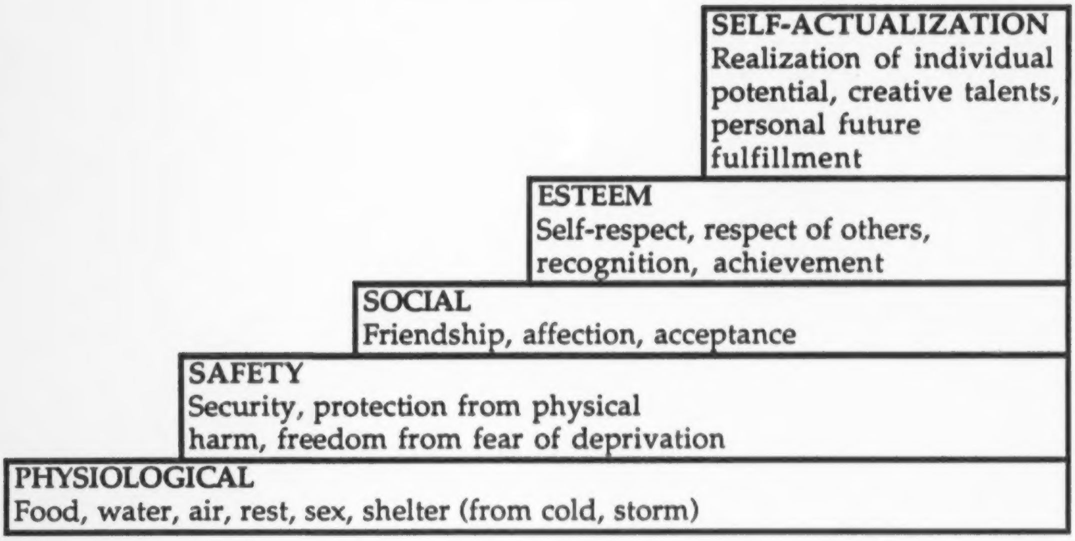
Maslow identified five levels in his hierarchy of needs. (See diagram on following page.)

The physiological needs are the most pressing. Once our physiological needs are largely satisfied, the next level of needs in the hierarchy begins to emerge. These are the safety needs, among which is the avoidance of physical harm, illness, economic disaster, and so forth. In a similar manner, satisfaction of the safety needs gives rise to the emergence of the social needs, then the esteem needs, until the satisfaction of all the above leads the individual to be primarily concerned with the highest level needs, those of self-actualization.

Maslow believes that all levels of needs probably exist to some degree for the individual most of the time. Rarely, if ever, is any one need completely satisfied... at least for very long. Our hunger, as a simple example, may be fairly well satisfied after eating breakfast, only to emerge again before lunch time.

Reprinted with permission from Donna K. Boben, St. Paul Technical College, St. Paul, Minnesota.

The Five-Level Concept



SELF-ACTUALIZATION
Realization of individual potential, creative talents, personal future fulfillment

ESTEEM
Self-respect, respect of others, recognition, achievement

SOCIAL
Friendship, affection, acceptance

SAFETY
Security, protection from physical harm, freedom from fear of deprivation

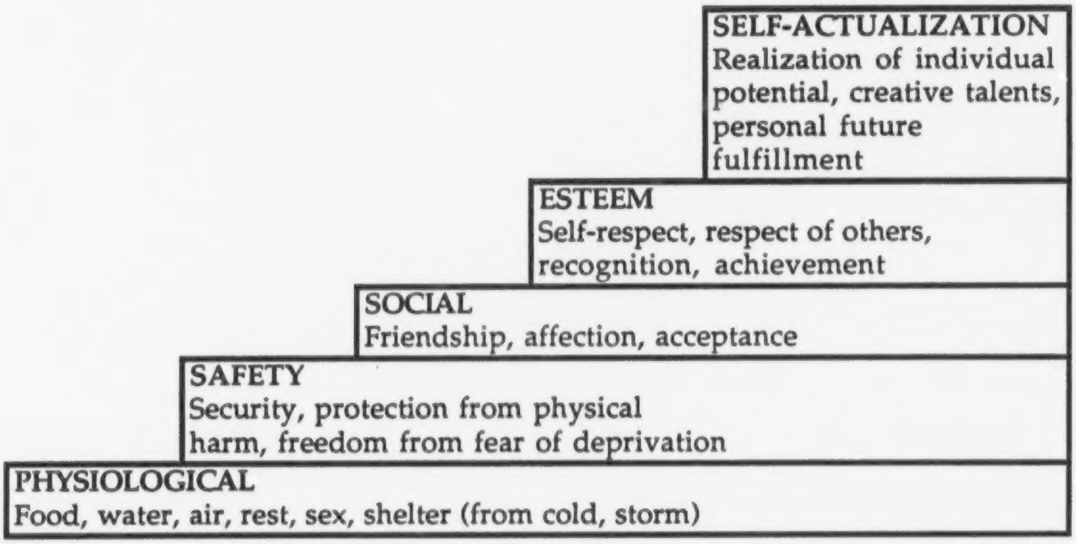
PHYSIOLOGICAL
Food, water, air, rest, sex, shelter (from cold, storm)

Reprinted with permission from Donna K. Boben, St. Paul Technical College, St. Paul, Minnesota.

Maslow's Hierarchy of Needs

Maslow's Hierarchy of Needs

The Five-Level Concept



SELF-ACTUALIZATION
Realization of individual potential, creative talents, personal future fulfillment

ESTEEM
Self-respect, respect of others, recognition, achievement

SOCIAL
Friendship, affection, acceptance

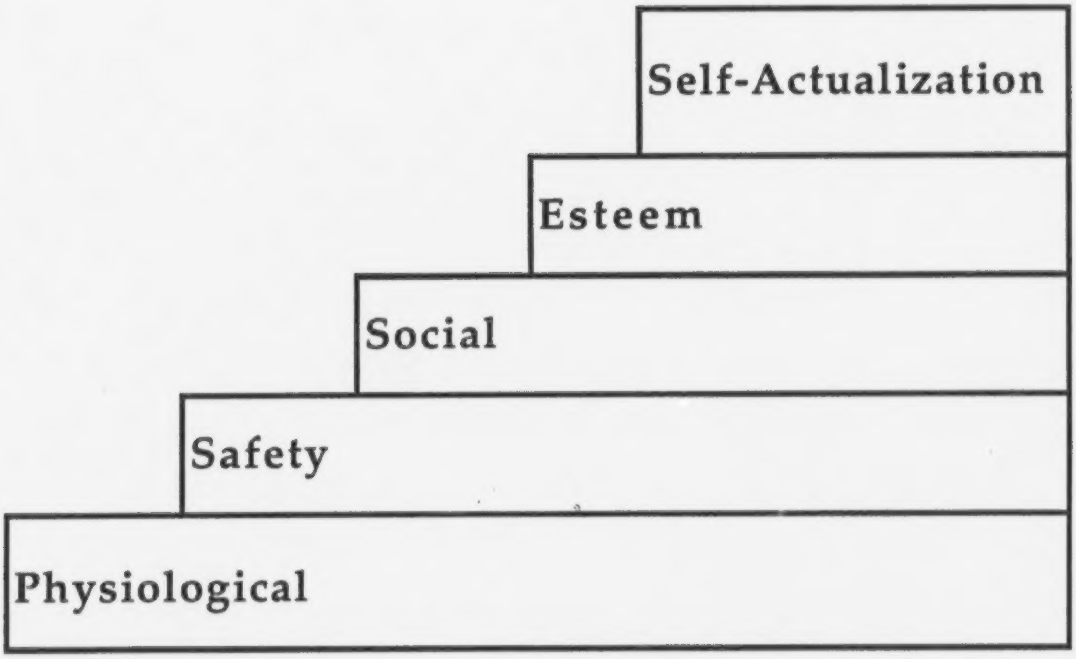
SAFETY
Security, protection from physical harm, freedom from fear of deprivation

PHYSIOLOGICAL
Food, water, air, rest, sex, shelter (from cold, storm)

Reprinted with permission from Donna K. Boben, St. Paul Technical College, St. Paul, Minnesota.

Maslow's Hierarchy of Needs

The Five-Level Concept


Self-Actualization
Esteem
Social
Safety
Physiological

Reprinted with permission from Donna K. Boben, St. Paul Technical College, St. Paul, Minnesota.

Personal Need Questionnaire

Directions:

Write the **Number 10** in the space provided if the characteristic is very important to you, and you experience the feeling or need quite intensely and perhaps quite often.

Write the **Number 5** in the space provided if you experience the characteristic only occasionally, and it is of only average concern to you.

Write the **Number 0** in the space provided if you experience the characteristic seldom or never, and it is of almost no consequence to you as a feeling or need.

When you finish the questionnaire, score it according to the instructions on the back.

_____ 1. Strive for perfection and excellence.

_____ 2. Avoid unpleasant jobs.

_____ 3. Anxious to help others.

_____ 4. Like to be alone.

_____ 5. Want others to do things your way.

_____ 6. Follow the suggestion of others.

_____ 7. Concerned about what others think of you.

_____ 8. Want to break out with new things.

_____ 9. Getting the job done is more important than the feelings of others.

_____ 10. Avoid arguments and debates with others.

_____ 11. Try to do things better than others.

_____ 12. Leave things unfinished.

_____ 13. Loyal to friends and organizations.

_____ 14. Rather do things for yourself than others.

Reprinted from *Project Discover: Handbook and Curriculum Guide*, 1987, with permission from Mary Readel, Anoka Technical Institute, Anoka, Minnesota.

_____ 15. Get upset when others do not act the way you think they should.

_____ 16. Want someone else to be the leader.

_____ 17. Get the opinion of others.

_____ 18. Like to tell jokes and say things for the reaction of others.

_____ 19. Jealous or envious.

_____ 20. Easy going.

_____ 21. Stick to a job until it is done.

_____ 22. Want more leisure time.

_____ 23. Show affection easily.

_____ 24. Get uncomfortable when people get too close.

_____ 25. Want to be in charge.

_____ 26. Reluctant to do things on own initiative.

_____ 27. Wait until new styles are well established before changing.

_____ 28. Do things just for the principle involved.

_____ 29. Get revenge for injustices or insults.

_____ 30. Noncompetitive; okay for people to get ahead of you.

_____ 31. Want to write a great book, song, or play.

_____ 32. Put things off.

_____ 33. Give encouragement and praise to others.

_____ 34. More interested in things than in people.

_____ 35. Want to influence and persuade others.

_____ 36. Easy for others to get you to do things.

_____ 37. Like to follow habit and tradition.

_____ 38. Want to look different from others.

_____ 39. Critical of others.

_____ 40. React rather unemotionally to things.

_____ 41. Like to accomplish difficult tasks.

_____ 42. Unconcerned about getting involved.

_____ 43. Like to do things with others instead of alone.

_____ 44. Want to get away from it all.

_____ 45. Willing to settle arguments.

_____ 46. Want the advice of others before making up your mind.

_____ 47. Talk about personal viewpoints and achievements.

_____ 48. Your opinions and viewpoints differ from others.

_____ 49. Interested in violence and tragedy.

_____ 50. Indifferent to meeting new people.

_____ 51. Have a feeling there is work to do.

_____ 52. Would rather let others get the credit for doing things.

_____ 53. Go along with group decisions.

_____ 54. Like to do things by yourself.

_____ 55. Look for books, ideas, ways to influence and persuade others.

_____ 56. Fearful of authority (police, boss, etc.).

_____ 57. Anxious for affection from others.

_____ 58. Do things your own way.

_____ 59. Make fun of others.

_____ 60. Try to avoid personal criticism.

_____ 61. Like to keep busy.

_____ 62. Like to be entertained in spare time (TV, newspaper, games).

_____ 63. Seek suggestions and help from others.

_____ 64. Feel that small talk is a waste of time.

_____ 65. Make plans for the group.

_____ 66. Opinion easily swayed by others.

_____ 67. Look for encouragement from others.

_____ 68. Be the center of attention.

_____ 69. Blame others when things go wrong.

_____ 70. Reluctant to voice personal viewpoints.

Personal Need Analysis

Scoring Guide:

1. Add your responses to questions 1, 11, 21, 31, 41, 51, and 61: ________
2. Add your responses to questions 2, 12, 22, 32, 42, 52, and 62: ________
3. Add your responses to questions 3, 13, 23, 33, 43, 53, and 63: ________
4. Add your responses to questions 4, 14, 24, 34, 44, 54, and 64: ________
5. Add your responses to questions 5, 15, 25, 35, 45, 55, and 65: ________
6. Add your responses to questions 6, 16, 26, 36, 46, 56, and 66: ________
7. Add your responses to questions 7, 17, 27, 37, 47, 57, and 67: ________
8. Add your responses to questions 8, 18, 28, 38, 48, 58, and 68: ________
9. Add your responses to questions 9, 19, 29, 39, 49, 59, and 69: ________
10. Add your responses to questions 10, 20, 30, 40, 50, 60, and 70: ________

The characteristics listed below are personal needs you have that strongly influence the direction of your life, your personality, and the way you relate to others.

To determine the intensity of each need, chart your scores as you totaled them on the Scoring Guide, then connect the scores to form a graph.

	Low Need														High Need
	0	5	10	15	20	25	30	35	40	45	50	55	60	65	70
1. Achievement:	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
2. Contentment:	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
3. Belonging:	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
4. Isolation:	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
5. Dominance:	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
6. Submissiveness:	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
7. Acceptance:	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
8. Individualism:	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
9. Aggression:	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
10. Passiveness:	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.

Reprinted from *Project Discover: Handbook and Curriculum Guide*, 1987, with permission from Mary Readel, Anoka Technical Institute, Anoka, Minnesota.

Competency 4.0

Skills to enter and participate in education and training.

Indicator 4.04

Describe community resources to support education and training (e.g., child care, public transportation, public health services, mental health services, welfare benefits).

Indicator 4.04: Students will be able to describe community resources to support education and training (e.g., child care, public transportation, public health services, mental health services, welfare benefits).

Time: Two hours

Content	Instructional Strategies	Instructional Resources
Identifying needs: Child care Transportation Financial aid Tutoring Others	Activity	Evaluation
State program info: • Target population • Purpose • Eligibility • Application procedures • State level contact	Instructor Resource	• Women, Infants and Children (WIC) Program • AFDC • Food Stamp • Medical Assistance
List of community resources	Brainstorm community resources and put together a Community Resources Directory	Flipchart
Listing community resources available	Activity	Identifying community resources

Indicator 4.04: Students will be able to describe community resources to support education and training (e.g., child care, public transportation, public health services, mental health services, welfare benefits).

Content	Instructional Strategies	Instructional Resources
Community and state level representatives discuss their services	Presentation(s) from local or regional resource people. Handouts from speakers	Speakers from state and community programs: • Department of Health and Human Services (AFDC, Food Stamps, Medical Assistance, Child Care, WIC) • Urban League • Church organizations • YMCA/YWCA • OWL (Older Women's League) • Local office on aging
	Computer lab, out of class work	**WCIS Materials:** Computer software: Make a Better Buck (Child Care Exercise)

Evaluation

Directions: Distribute a simple questionnaire to identify support needs.

1. Which of the following would you need in order to enroll in occupational training?

   1. **Child care:** ______ yes

      ______ no

      If yes, give ages of children: ________________

   2. **Financial Aid:** ______ yes

      ______ no

      If yes, for tuition?________________________

      for living expenses? ________________

   3. **Transportation to school:**

      ______ yes

      ______ no

B. How do you feel about math?

______ Very confident

______ Pretty good

______ Neutral

______ A little nervous

______ Scared

Reprinted from Jo Suchat Sanders, *Nuts and Bolts of NTO: How to Help Women Enter NonTraditional Occupations*, 1986, with permission of The Scarecrow Press, Metuchen, New Jersey.

Women, Infants and Children (WIC) Program

Target Population Served:
Mothers and children who are certified as "nutritional risks."

Purpose:

- To provide food supplements to women up to six months after the birth of a child, or up to a year for breastfeeding mothers, and to infants and children up to their fifth birthday.

- To provide nutrition education and food, such as, milk, eggs, cereal, etc. to help provide a balanced diet for mother and child.

Eligibility:

- Pregnant women are eligible until six weeks after delivery.
- Breastfeeding women are certified every six months and are eligible until the baby is one year old or until they stop breastfeeding.
- Teenage non-breastfeeding mothers are recertified shortly after delivery and eligible to stay on WIC until their infant is six months old.
- Infants and children are certified every six months and may be eligible until five years old.
- Part of a family or household whose income meets the WIC Income Guidelines.
- Certified as "nutritional risk."

Funding:
Funding is provided through the Department of Agriculture's Food and Nutrition Service in the Supplemental Food Program Division.

Application Procedures:
Contact your local County Department of Health.

State Level Contact:
Department of Health and Social Services
ATTN: WIC Program
P.O. Box 309
Madison, Wisconsin 53701-0309

Aid to Families with Dependant Children Program (AFDC)

Target Population Served:
- Families with children without fathers living in the home.
- Families which are unemployed.

Purpose:
- To provide support for children without fathers living in the home or to families which are unemployed.
- To provide financial benefits for housing, food, clothing, utilities and other items.

Eligibility:
- Eligibility based on income (not to exceed $1,000) and what you own (car valued at no more than $1,500).
- Benefits based on earned and unearned income according to standard scale depending on the number of people in the household.
- Eligibility for AFDC automatically makes one eligible for Medicaid.

Application Procedures:
Contact the county Department of Health and Social Service for an individual application form.

Additional Information:
If eligible for AFDC, participation in the Wisconsin Employment Opportunities Program and Learnfare may be required.

State Level Contact:
Department of Health and Social Services
ATTN: AFDC
P.O. Box 309
Madison, WI 53701
608-266-2206

Food Stamp Program

Target Population Served:

Purpose:
Food Stamps can be used as money for purchasing groceries at most grocery stores.

Eligibility:
To be eligible for Food Stamps one must:
- file an application form.
- interview with a Food Stamp worker.
- register for work in some cases.
- possess less than $1,500 in cash or property.
- meet requirements for income and dependents in the household.

Application Procedures:
To apply for Food Stamps contact the local Division of Community Services at the Department of Health and Social Services in your county.

State Level Contact:
Local county Social Services office.

Medical Assistance

Target Population Served:
Low-income families.

Purpose:
Medical Assistance pays for health care services including hospital services, laboratory and x-ray, and physician services.

Eligibility:
If eligible for AFDC, eligibility for Medical Assistance is automatic.

Application Procedures:
To apply for Medical Assistance, contact the county Department of Health and Social Services for an application form.

State Level Contact:
Local county Social Services office.

Identifying Community Resources

Directions: Listed below are types of services to which each person must have access in order to maintain a balanced existence. For each area, write down the names of organizations which provide help in making these services accessible. If possible, include a contact person's name for the organization.

Basics

Health

Recreation

Financial Aid

Safety

Religion

Reprinted from *Single Parent/Homemaker Training for Life Skills Handbook: Final Report*, June, 1987, by permission of theKentucky Department for Adult and Technical Education, Frankfort, Kentucky.

Transportation

____

____

____

____

____

Work

____

____

____

____

____

Community Clubs

____

____

____

____

____

Suggestions for Discussion:

A. Your group might want to put together a handbook of Community Resource listings.

B. Your group might wish to find new, unusual and creative ways to obtain needed services, such as:

   a) Forming your own support group or cooperative
   b) Exchanging services with other cooperatives
   c) Seeking grant money

Competency 5.0
Overview

Students need to monitor and develop their study habits as they focus their energy on a career. The process of finding appropriate work and then continuing to develop within that context requires an attitude open to the prospect of life-long learning.

This competency helps participants define their learning styles and identify corresponding study habits (including techniques to overcome math anxiety), recognize previous experiences and interests as occupational skills, and direct them to seek study skill, emotional, and financial support from organizations to improve the likelihood of achieving academic and ultimately vocational success.

Participants completing Competency 5.0: Skills to Participate in Work and Life-long Learning will be able to:

5.01 Demonstrate confidence in the ability to achieve learning activities (e.g. studying, taking tests).
5.02 Describe how educational achievements and life experiences relate to occupational opportunities.
5.03 Describe organizational resources to support education and training (e.g., remedial classes, counseling, tuition support).

All students beginning the career development process need confidence in their own ability to study and learn. To gain this confidence, students might follow behaviors identified by M. Scott Peck in **The Road Less Traveled**. These techniques include:

- delaying gratification;
- accepting responsibility;
- dedicating themselves to truth or reality; and
- striving to achieve balance in their lives.

Delaying gratification means putting off the temporary joys of today in favor of lasting rewards in the future. This discipline can be difficult because the thrills of living for the moment are tangible, if brief. Long-range goals *seem* abstract. Thus, when temptation strikes, those goals are easily dismissed.

Individuals motivated to make lasting change in their lives accept responsibility for finding ways to achieve the change and following through on them. Acceptiresponsibility can be a tough goal to live up to; intervening circumstances inevitably occur. Being responsible opens the door to opportunity, because it allows individuals to choose for themselves which goals they will actualize. No one is responsible for living up to someone else's expectations.

Gaining an accurate understanding of a dilemma or the world as it really is, can help individuals resolve most problems. Wishful thinking, though popular, is not nearly as effective.

Successful individuals know how to balance their lives. They know when they should live in the moment, or when it is not appropriate to act on the truth. In short, they can exercise good judgment. They can think situations through before acting on them and honestly pursue a productive course of action.

Important as learning to discipline their lives may be, participants must also learn to recognize the talents and skills they have already developed over the years. Working as a homemaker or volunteer provides a wealth of experience often dismissed as insignificant. These skills can transfer to many varied occupations.

Even though most individuals have at least some skills that transfer to an occupation, many will need to sharpen them and learn new ones before they can enter the job market. People retooling for a new career must plan how they will finance this endeavor before they begin. The U.S. Department of Education offers five student financial aid programs:

- Pell Grants;
- Supplementary Educational Opportunity Grants;
- College Work-study;
- National Direct Student Loans;
- Guaranteed Student Loans/PLUS Loans.

Scholarships on academic merit are also available. Since most returning adult students have not attended school for many years, these scholarships may not apply. However, an increasing number of scholarships or grants are now available exclusively for adults. Students need to be encouraged to seek financial aid information which applies specifically to them.

Based on materials from:

Bingham, M. & Stryker, S. (1990). Career choices, a guide for teens and young adults: Who am I? What do I want? How do I get it? Santa Barbara, California: Able Publishing Company.

Competency 5.0

Skills to participate in work and life-long learning.

Indicator 5.01

Demonstrate confidence in the ability to achieve learning activities (e.g., studying, taking tests).

Indicator 5.01: Students will be able to demonstrate confidence in the ability to achieve learning activites (e.g., study skills, test taking skills, etc.).

Time: Two hours

Content	Instructional Strategies	Instructional Resources
Essentials for life and work learning activities	Handout, discussion	Future Focused: Eight Essentials for Life/Work
Strategies for good study skills	Instructor Notes, discussion Handout	Developing Study Skills Study Skills
Strategies for taking examinations	Instructor Notes, discussion Handout	Examinations Written Examinations
Strategies for writing papers	Instructor Notes, discussion Handout	Writing Papers Writing Papers
Strategies for re-entering students	Instructor Notes, discussion Handout	General Tips General Tips for Re-entering Students
Study skills/test taking skills	Field trip Out of class activity Handouts from Learning Center	Presentation by Skills/Learning Center personnel
Importance of math in today's technological world	Instructor Resource	• Math Skills Instructor's Guide • Math: The Key or Locked Door to New Career Opportunities

Page 2 of Indicator 5.01: Students will be able to demonstrate confidence in the ability to achieve learning activites (e.g., study skills, test taking skills, etc.).

Content	Instructional Strategies	Instructional Resources
	Workbook	The Importance of Math, Challenges or Changes, pp. 90-91.
Understanding math anxiety	Instructor Notes, Lecture/Discussion Overhead transparency Handout	What is Math Anxiety???
Assessment of math anxiety	Activity sheet	• Math Games We Play on Ourselves • Math Quiz
Breaking down math barriers	Handout	Dealing with Math Anxiety
Helpful hints for studying mathematics	Discussion Overhead tranparency Handouts	Studying Math: • In Class • Homework • Taking tests

Page 3 of Indicator 5.01: Students will be able to demonstrate confidence in the ability to achieve learning activites (e.g., study skills, test taking skills, etc.).

Content	Instructional Strategies	Instructional Resources
Real-Life math instruction and problems • Fractions • Word problems • Percents • Calculator usage	Activities Problems assigned as homework to be done out of class	Real-Life Math • Fractions Adding Multiplying Dividing Decimal • Word Problems • Percents Part One Part Two • Calculators Calculator Usage • Answers to Workbook Problems
Understanding gender differences in math performance Math reform efforts	Instructor Resource	Girls and Math: Enough is Known for Action
Learning styles inventory.	Learning styles assessment to be done out of class	Learning Styles Inventory, Educational Activities, Inc.

Future Focused: Eight Essentials for Life/Work

- **Basic skills**
  - Communication
  - Quantitative
- **Technological literacy**
- **Ability to handle and use large amounts of information**
- **Problem solving abilities**
  - Creative thinking
  - Analysis
  - Judgement
- **Adaptability/flexibility**
- **Ability to function as a team member**
  - Human relations
    - Group vs. individual assessment
    - Conflict resolution skills
- **Self-direction - increased individual initiative/responsibility**
- **Commitment to and enthusiasm for life-long learning**

Reprinted with permission from Jean Henderson, Gateway Technical College.

Developing Study Skills

One of the greatest fears for re-entry students is that they will not be able to study effectively. Many women fear that they have lost the ability to study and retain what they learn. In fact, adult students usually excel academically for a variety of reasons. Making the adjustment to being a student again, however, does require a concentrated effort, especially at the beginning. The following are some suggestions which may make this adjustment easier:

1. **Develop a study schedule**

The usual rule of thumb is that you spend two hours studying for each hour spent in class. This may or may not be correct for you. Some classes require more study than others. As you progress in your education, you will be able to estimate the need for study time for each course. Allocating a specific block of time each day is helpful. Do your best not to let anything interfere with that time. This is often impossible, but a planned schedule of study hours helps structure your time and concentration.

2. **Have a specific place to study**

The kitchen is usually not the place. Not unless you live alone, anyway. If there are other people in your home, you need a more secluded place. Most of us cannot set aside an entire room as a study. If you can, that's great, but you do need a specific place. It can be a particular chair, hopefully in a room where you can close the door and be alone. If you have room for even a small desk with a couple of drawers and a good chair your study habits will improves. Unfinished desks are available for very little money and can be painted.

Reprinted from *Opening the Door to Opportunity: A Manual for Displaced Homemaker Programs* by permission of Career Concepts, P.O. Box 54, Northport, Alabama 35476.

Arrange some type of storage for school supplies. This can be a filing cabinet which you purchase or it can be as simple as a box from the grocery store, but you need a place to file papers and keep notes and projects. Invest in a few file folders to keep your work organized.

3. **Avoid interruptions**

If you need to take the phone off the hook, do so. Let your family and friends know that at certain times of the day you are unavailable except for emergencies. Your family should know that study time is not the time for minor interruptions. A short study time without interruptions is worth much more than an extended time with continuous interruptions.

4. **Keep current with course work**

Probably the most important rule for developing good study habits is to keep current with your class work. Many students feel that if they don't have specific assignments to be completed by the next class meeting or if they are not having a test in the near future, there is no need to study between classes. Nothing could be further from the truth. Reading each assignment on time and keeping ahead on special projects and papers is the key to success in school.

5. **Learn to read with comprehension**

Everyone has had the experience of reading an entire page and then not being able to remember anything that was read. When you sit down to study, block everything else out. This includes noises throughout the house as well as unrelated thought. Concentrate your full attention on each paragraph you read. Needless to say, much study time will be wasted if you hold the book in front of you for two hours and yet have no comprehension of what you have "read." At first, this may be difficult. With practice, though , your powers of concentration will improve.

Reprinted from *Opening the Door to Opportunity: A Manual for Displaced Homemaker Programs* by permission of Career Concepts, P.O. Box 54, Northport, Alabama 35476.

6. **Take effective class notes**

This is a matter of practice. It is not important to write down every word an instructor says and it is sometimes difficult to determine what is important. Some students concentrate so much on writing everything that they don't actually hear what is being taught. Listen first, and then concisely write the most important points.

7. **Review class notes soon after class**

After each class, review your notes. You can clear up any questions you may have, and you also lock into your mind the major points of each class.

8. **Have a separate notebook for each course**

This is a much better way of organizing notes than trying to keep notes for several classes in one notebook. Spiral notebooks or folders in which you insert lined papers work equally well. A notebook or folder with pockets on the cover is especially helpful for keeping class handouts.

9. **Outline textbook chapters**

This may not be necessary in every course, but it is helpful in courses such as history or science in which each chapter is filled with facts to memorize. Outlining the chapter and listing the major points of each section can streamline your study efforts. It also proves to be a study technique for reinforcing your reading and reviewing for exams.

10. **Define key terms**

Read through each chapter to discover key terms. Make a list of important terms and define them including dates, geographic locations, and major items associated with each term.

Reprinted from *Opening the Door to Opportunity: A Manual for Displaced Homemaker Programs* by permission of Career Concepts, P.O. Box 54, Northport, Alabama 35476.

11. **Mark your textbook**

When you buy a textbook, it's yours to use. Underline, write in the margins, or whatever else helps you remember best. Some people use this as an effective way to take notes. It's probably not the best way because space is limited, but don't hesitate to mark in your textbook to help you remember.

12. **Take study breaks**

The school day for children is usually divided into forty-five or fifty minute periods with ten-minute breaks. This is a good rule to follow for study. After studying for approximately an hour, take a short break. The human mind seems to absorb only a certain amount without rest breaks.

13. **Don't skip classes**

You will probably be told that you are allowed a certain number of absences for each course. You may even be told that attendance will not be taken for some courses and whether you come or not is your choice. Grades are based on tests and special assignments. The truth is, however, that every time you miss a class you take the chance of missing some very important information not covered in the text which may appear on an examination. Sometimes it's necessary to miss class in case of illness and other avoidable problems, but don't believe that you can miss many classes and still do your best work.

14. **Take advantage of special helps**

Most colleges, especially junior colleges and community colleges, offer learning skills courses. These courses emphasize developing good study habits, how to take examinations, how to organize and write papers, and how to do library research. If you feel particularly hesitant about returning to

Reprinted from *Opening the Door to Opportunity: A Manual for Displaced Homemaker Programs* by permission of Career Concepts, P.O. Box 54, Northport, Alabama 35476.

school, take one of these courses first. It will build your confidence and provide some very useful information. Sometimes these skills are taught in a workshop offered before the beginning of the semester so you would spend only one or two days instead of an entire course. Also, very often tutorial services are offered during the course of the semester. This is frequently a special math or English "lab" where several students are tutored together.

15. **Learn to type**

Typing is an extremely useful skill as a student. If you cannot type, you might take an introductory typing course as one of your first elective courses. Not only could you type your own papers, but you could type and organize class notes better. A typewriter is a major expenditure, but many colleges have typing labs where you can type when class is not in session. An inexpensive portable typewriter or a reconditioned standard typewriter is a very good investment for a student.

Reprinted from *Opening the Door to Opportunity: A Manual for Displaced Homemaker Programs* by permission of Career Concepts, P.O. Box 54, Northport, Alabama 35476.

Study Skills

1. **Develop a study schedule**. Set aside specific blocks of time for study and try to stick to your plan.

2. **Have a specific place to study**. It can be a chair or a whole room, but set aside your "territory," including a place to keep notes, supplies, and books.

3. **Avoid interruptions**. Major emergencies, yes; but minor interruptions, no! Request your family's cooperation.

4. **Keep current with course work**. Stay up with your assignments. Falling behind means cramming at the last minute and not doing your best work.

5. **Learn to read with comprehension**. It takes practice, concentration, and discipline. Comprehension improves with experience.

6. **Take effective class notes**. This also improves with experience. Don't write down everything. You'll learn to identify the really important points.

7. **Review class notes soon after class**. This practice will "lock in" the information and help you clarify points you find unclear.

8. **Have a separate notebook for each course**. Spiral notebooks, folders, or looseleaf binders. Keep class handouts with your notes.

9. **Outline textbook chapters**. This reinforces what you read and provides a good study guide.

10. **Define key terms**. As you read a chapter, make a list of important terms. Define each one including dates, geographic locations, and other major items.

11. **Mark your textbook**. It's yours. Use it in whatever way helps you recall or clarify the material.

12. **Take study breaks**. Every hour or so take a short break. You'll learn more in less time with a few breaks.

13. **Don't skip classes**. In emergencies only, but not as a general practice. You'll always miss something.

14. **Take advantage of special helps**. Learning skills courses, seminars, tutorial services, labs, workshops, tours, orientation sessions.

15. **Learn to type**. You don't have to be a tying whiz to type class notes and an occasional term paper. It's really an advantage to be able to type.

Reprinted from *Opening the Door to Opportunity: A Manual for Displaced Homemaker Programs* by permission of Career Concepts, P.O. Box 54, Northport, Alabama 35476.

Examinations

Anxiety about taking examinations is very common with re-entry students. A little experience in taking exams will help dispel that anxiety, but until then, the following are some suggestions.

1. **Don't panic!**

It is possible to develop such a fear of taking examinations that you forget what you have learned. It's also likely that you may make lower grades on your first few exams than you would like. You will learn from experience what type tests an instructor gives and what information is most important. Remember that one test is not going to make or break your college career. You'll do much better if you can relax.

2. **Be rested**

Get plenty of sleep the night before a test. Studying all night or late into the night before a test is a last ditch measure which can be avoided by developing other good study habits. You cannot do your best on an exam it you're exhausted.

3. **Develop good study habits**

The best way to prepare for an examination is by using good study habits all semester. Cramming at the last minute is usually not effective.

4. **Group or individual study**

Decide whether you can study best in a group or individually. Usually weaker students benefit most by group study because they learn from the discussion of other students. Stronger students, however, tend to learn best by individual study. Often group study includes much idle conversation and misuse of time. It may be

Reprinted from *Opening the Door to Opportunity: A Manual for Displaced Homemaker Programs* by permission of Career Concepts, P.O. Box 54, Northport, Alabama 35476.

helpful for several students to study individually and then get together to share ideas for a group study session shortly before an examination.

5. **Ask the instructor's advice**

Find out from the instructor what type examination will be given. You will study a little differently for a multiple choice test than you will for an essay test, for instance. You may have to only recognize certain items for one test while on another type test you may be required to list those items from memory.

6. **Ask other student's advice**

Get advice from other students who have taken the same class. They'll be able to tell you such things as whether exams are taken mostly from textbook material or from class notes and what points the instructor gives preference to. Some instructors, being human, have favorite and not-so-favorite points of views or interests. It's good to find these things out from other students.

7. **Take necessary supplies**

Take at least two pencils to the test along with any other required materials. If you must bring extra paper, notebooks, pens, or other special equipment, be sure to have those available and ready.

8. **Allocate time**

If you have a time limit for taking a test, look through the test to determine how you need to allot your time for answering questions. For instance, if there are multiple-choice questions at first and some essay questions at the end, don't spend too much time on the multiple-choice and then end up with insufficient time to answer the essay questions.

Reprinted from *Opening the Door to Opportunity: A Manual for Displaced Homemaker Programs* by permission of Career Concepts, P.O. Box 54, Northport, Alabama 35476.

9, **Read directions carefully**

Read the directions for each section carefully and respond appropriately. It's surprising how many students take for granted that they understand the directions and then answer incorrectly. There's no excuse for not following directions and most instructors won't be very understanding.

10. **Read the entire question before answering**

It's tempting, especially on multiple-choice and true-false tests, to think you spot the right answer and skip reading the other choices. Frequently, multiple-choice answers are so similar that only one word makes a difference. By not reading all the choices, you may easily choose the wrong one.

11. **Answer questions you feel confident about first**

Begin by reading and answering those questions you are sure you know first. Then go back and give more time to those questions you have doubts about. After you complete all questions, if time permits, go back and review each question carefully to see if you still agree with your original answer. If not, don't hesitate to change your answer.

12. **Stay calm**

Don't let difficult problems upset you. You will probably see some questions that you are not prepared to answer. Don't let you inability to answer a difficult question throw you into such a panic that you make mistakes on other questions. Skip the more difficult questions and come back to them later.

13. **Outline essay questions**

When answering an essay question, quickly outline your answer. You can do this mentally,

Reprinted from *Opening the Door to Opportunity: A Manual for Displaced Homemaker Programs* by permission of Career Concepts, P.O. Box 54, Northport, Alabama 35476.

but it might be better to turn your paper over and write down your outline in one or two word items. This ensures your answer will be structured and organized effectively.

14. **Re-evaluate**

If you have time before you hand in your paper, read through the entire test to make sure you agree with your original answers. If not, change them. You may also spot errors in grammar or spelling in an essay question or find a question you inadvertently skipped. You may also discover that you did not completely follow directions.

15. **Celebrate!**

When you finish, reward yourself. If you did well, that's great. If you did not, put it behind you and begin working toward the next examination.

Reprinted from *Opening the Door to Opportunity: A Manual for Displaced Homemaker Programs* by permission of Career Concepts, P.O. Box 54, Northport, Alabama 35476.

Written Examinations

1. **Don't panic.** One test will not make or break you academically. You can't perform your best on an exam if you are overly anxious. Relax!

2. **Be rested.** Studying all night is not the answer. If you keep current and put in a little extra work before a test, you'll do fine. If you're exhausted, chances are your mind won't function as well.

3. **Develop good study habits.** The best way to prepare for an exam is to prepare during the semester. All the study habits listed in **Study Skills** are important in preparing for exams.

4. **Group or individual study.** Perhaps a little of both. Don't depend on other people in a group completely, though. You'll need to study on your own.

5. **Ask the instructor's advice.** Find out what type of exam will be given, how much time will be allowed, and if it will be mainly from the textbook or from class discussions.

6. **Ask other students' advice.** Students who have taken the course in the past can give you pointers on how to study for an exam.

7. **Take necessary supplies.** Don't arrive at an exam without the required materials. Pens, paper, exam notebook, or whatever is required.

8. **Allocate time wisely.** Don't spend an extraordinary amount of time on one section of the test and not leave enough time to finish. Look through the test first and plan accordingly.

9. **Read directions carefully.** Always do this! There's no excuse for not following directions on an exam.

10. **Read the entire question before answering.** Even if you think you know the answer, one or two words may make a difference.

11. **Answer questions you feel confident about first.** Mark the ones you're sure to know, then go back and concentrate more on the others.

12. **Stay calm.** You'll think better if you don't get upset. Difficult questions become more difficult if you're nervous.

13. **Outline essay questions.** Either mentally or on the back of the test. Your answer will be more organized.

14. **Re-evaluate.** If you have time, go over the test to see if you still agree with your answers.

15. **Celebrate!** You deserve it!

Reprinted from *Opening the Door to Opportunity: A Manual for Displaced Homemaker Programs* by permission of Career Concepts, P.O. Box 54, Northport, Alabama 35476.

Writing Papers

Writing is an unavoidable part of higher education, whether only essay questions on a test or a 30-page term paper. Actually, writing does not have to be an insurmountable chore. With a little organization, it can be a pleasant learning experience.

1. **Choose an interesting topic**

That is, choose a topic that specifically interests you. Choosing a topic about which you have some enthusiasm makes the difference in your motivation to produce a good paper.

2. **Limit your topic**

Your topic should be well defined and fairly narrow. For instance, "World War II" would definitely be a topic much too broad. A better topic might be "Social Repercussions in America Resulting from World War II." That still is a fairly broad topic, but it's manageable for a term paper.

3. **Check resources**

Before you decide on your topic, check library resources to be sure you can find sufficient information. If you are interested in writing a paper on fashion accessories worn by women in Rhode Island between 1870 and 1880, for instance, you may have a difficult time finding specific sources.

4. **Plan your time**

Prepare an agenda for researching and writing your paper with corresponding deadlines. A paper written entirely in two days before the due date usually reflects that lack of planning. Divide your tasks into sections and allocate a time limit for each one. A proposed schedule might be:

Reprinted from *Opening the Door to Opportunity: A Manual for Displaced Homemaker Programs* by permission of Career Concepts, P.O. Box 54, Northport, Alabama 35476.

Decide on a topic by January 7.
Complete all library research by January 25.
Write preliminary outline by February 3.
Write rough draft by February 20.
Revise and finalize draft by February 28.
Type final draft by March 7.

5. **Ask for assistance**

Especially ask your reference librarian for help in locating materials. You can waste hours unnecessarily by not knowing the correct way to locate information. If there are local organizations pertaining to your topic, ask for any printed information or for interviews with members. If you have time, write national organizations for printed literature.

6. **Read extensively before writing**

Read all the materials you have gathered before you begin to write. Make notes as you read, but don't worry about form until you have exhausted your supply of materials. This way you'll have an overview of your subject before beginning to write.

7. **Reread for specific points**

During a second reading of materials you will probably begin to develop some organization for your paper. Divide the paper into sections and make notes for each specific section. If you write according to an outline, you may wish to work on only one section at a time.

8. **Be creative on your draft**

When you begin your rough draft, don't worry too much about sentence structure and fine points of grammar. Get your ideas on paper and then revise them later.

Reprinted from *Opening the Door to Opportunity: A Manual for Displaced Homemaker Programs* by permission of Career Concepts, P.O. Box 54, Northport, Alabama 35476.

9. **Neatness is very important**

A neat, attractive paper can improve your grade considerably. Never submit a handwritten paper. Your paper should be typed, double-spaced, and without obvious erasures or corrections.

10. **Use a style manual**

The college bookstore or supply store will have several different manuals for writing papers. Your department or instructor may prefer one in particular. These manuals give instructions on footnotes, bibliography, and grammar. If your instructor specifies a style manual, follow it precisely.

11. **Get help proofreading**

Ask another person to proofread and criticize your paper before final typing. Sometimes we fail to see our own obvious errors. You may avoid turning in a paper with a spelling or grammatical error by getting some help in proofreading.

Reprinted from *Opening the Door to Opportunity: A Manual for Displaced Homemaker Programs* by permission of Career Concepts, P.O. Box 54, Northport, Alabama 35476.

Writing Papers

1. **Choose an interesting topic.** You'll be more inclined to work on it if it's something you're enthusiastic about.

2. **Limit your topic.** Choose a topic narrow enough to be manageable for a term paper but broad enough to find adequate information.

3. **Check resources.** Find out if your library contains adequate information on your chosen topic.

4. **Plan your time.** Break down your writing project into small steps and set a deadline for each step.

5. **Ask for assistance.** The reference librarian is your greatest asset. Request information from individuals or organizations pertaining to your topic.

6. **Read extensively before writing.** Read all information you gather first. Make notes and get an overview of your subject.

7. **Reread for specific points.** Read the second time to form an outline and decide exactly what you will include.

8. **Be creative on your first draft.** Get your ideas on paper and then revise.

9. **Neatness is very important.** A neat, attractive paper will increase your grade. It should be typed, double-spaced, and with no errors.

10. **Use a style manual.** Your instructor may have a preference. If not, choose one and follow it precisely.

11. **Get help proofreading.** Sometimes we do not see our own errors. Another person may find some mistakes you miss.

Reprinted from *Opening the Door to Opportunity: A Manual for Displaced Homemaker Programs* by permission of Career Concepts, P.O. Box 54, Northport, Alabama 35476.

General Tips

1. Before classes begin, familiarize yourself with the campus. Know where your classes meet and where the nearest parking facilities are.

2. Talk with other women who are re-entry students. They'll be able to give you practical suggestions that have worked effectively for them.

3. Strive to be your best, but give yourself permission to be less than perfect.

4. Take at least one course you think you'll really enjoy each quarter. When you first begin school, you'll probably be taking several general education courses such as English, mathematics, science, and social studies. If these are not especially interesting to you, be sure you take at least one course in your major field or in a field that is very interesting to you.

5. Many women find it's a good idea to start at a junior college or community college even if you expect to complete a four-year degree. There are several reasons for this. Junior college tuition is less expensive and usually more financial aid is available than in four-year colleges. Classes normally have fewer students allowing for more individualized instruction. The atmosphere of a junior college may be more informal than some universities, and this may be a more comfortable way of easing back into school.

6. Realize that when you begin school there will be a period of adjustment for both you and your family. You can expect some conflicts, temper flares, and anxiety. Plan to deal with these problems but don't let them be such discouragement that you quit before you start.

Reprinted from *Opening the Door to Opportunity: A Manual for Displaced Homemaker Programs* by permission of Career Concepts, P.O. Box 54, Northport, Alabama 35476.

Returning to school is a change and changes always mean adjustments.

7. Small changes in time management mean a lot. Getting up a few minutes earlier or staying up a few minutes later can mean valuable study time. If you work, using your lunch hour for study or errands may be practical.

8. Visit garage sales, thrift stores, and library book sales to find used copies of reference books, dictionaries, a thesaurus, etc.

Reprinted from *Opening the Door to Opportunity: A Manual for Displaced Homemaker Programs* by permission of Career Concepts, P.O. Box 54, Northport, Alabama 35476.

General Tips for Re-entering Students

1. Before classes begin, familiarize yourself with the campus. Know where you classes meet and where the nearest parking facilities are.

2. Talk with other women who are re-entry students. They'll be able to give you practical suggestions that have worked effectively for them.

3. Strive to be your best, but give yourself permission to be less than perfect.

4. Take at least one course you'll really enjoy each quarter. When you first begin school, you'll probably be taking several general education courses such as English, mathematics, science, and social studies. If these are not especially interesting to you, be sure you take at least one course in you major field or in a field that is very interesting to you.

5. Many women find it's a good idea to start at a junior college or community college even if you expect to complete a four-year degree. There are several reasons for this. Junior college tuition is less expensive and usually more financial aid is available than in four-year colleges. Classes normally have fewer students allowing for more individualized instruction. The atmosphere of a junior college may be more informal than some universities, and this may be a more comfortable way of easing back into school.

6. Realize that when you begin school there will be a period of adjustment for both you and your family. You can expect some conflicts, temper flares, and anxiety. Plan to deal with these problems but don't let them be such discouragement that you quit before you start. Returning to school is a change and changes always mean adjustments.

7. Small changes in time management mean a lot. Getting up a few minutes earlier or staying up a few minutes later can mean valuable study time. If you work, using your lunch hour for study or errands may be practical.

8. Visit garage sales, thrift stores, and library book sales to find used copies of reference books, dictionaries, a thesaurus, etc.

Reprinted from *Opening the Door to Opportunity: A Manual for Displaced Homemaker Programs* by permission of Career Concepts, P.O. Box 54, Northport, Alabama 35476.

Math Skills
Instructor's Guide

The material in this booklet has been prepared for a six-session Non-Traditional Options workshop, each session being 1 1/2 to 2 hours long. The workshop is meant to give a **brief** overview of basic math operations. For participants who have had little math exposure in the past several years, it is highly recommended that the participant also be enrolled in GOAL math courses to get an in-depth review of basic math operations.

However, basic math review should not be the primary emphasis of the workshop. Instead, the intent of this workshop is developing a positive attitude toward the study of math, reducing math anxiety, and developing math study skills. Materials have been designed to help participants understand their own math attitudes and biases, debunk the myths surrounding math, and suggest ways to overcome self-defeating behaviors.

The atmosphere in the classroom would ideally be one that let participants express fears and dislikes of math openly. Participants should be encouraged to ask questions freely thus building their confidence in asserting themselves. Arriving at answers by intuition instead of knowing exact formulas should be encouraged. Estimating answers before doing mechanical procedures develops this use of intuition. Drawing pictures or diagrams of all problems should be encouraged to include right-brain visualization along with left-brain numerical reasoning. Real-life math applications should be assigned as homework each session to emphasize the relevance of math to every-day life.

Suggested Daily Session Format:

1. Questions and review of previous session
2. Discussion of myths, attitudes, behaviors, and study skills
3. Basic math review
4. Assignment of real-life math homework

Reprinted with permission from Barb Bendlin, Blackhawk Technical College, Janesville, Wisconsin.

Math: The Key, or Locked Door to New Career Opportunities

If you are considering a technical or scientific career, a working knowledge of math will be necessary to achieve your career goal. Why is math so necessary? Because math is the language of science and technology. If you are planning to work in France, you need to learn French. If you are planning to work in science, you need to know the language science uses: the language of math. Like any other language, math uses symbols and formulas that are unfamiliar to us at first, but we learn the meaning of these symbols and formulas through practice. Languages have grammar rules to be memorized and followed so we can use the language to communicate with others. Math also has rules to memorize and follow so we can communicate our work clearly to others. Languages are cumulative: one topic builds on another. Making sense of second-year French is difficult without having the building blocks of first-year French mastered. You can't make sense of algebra before you have mastered the building blocks presented in a basic math course. As you learn to view math as a language and study it as you would a language, you will see the necessity of learning math to communicate scientific and technical information.

Many people have emotional barriers that prevent them from pursuing the study of math. Negative experiences in grade school or high school math have left a sour taste that discourages further math encounters. Many otherwise confident and capable people feel they just don't have a "math mind" and will never be able to understand math. Yet study after study shows that there is no such thing as a "math mind," and that almost **everyone** is capable of doing math once his or her attitudes about math have been changed. Failure to do well in math has much more to do with attitude and lack of study skills than it does with a lack of ability. This workshop will emphasize and provide guidelines for the study of math that will improve your chances of math success. Hopefully, you will see your career options widen as you learn to appreciate the value of mathematics.

Reprinted with permission from Barb Bendlin, Blackhawk Technical College, Janesville, Wisconsin.

What is Math Anxiety???

The dictionary defines anxiety as a "state of being uneasy or worried about what may happen." People who avoid math will say "uneasy or worried" is too mild to describe their feelings. When faced with mathematical tasks many people experience extreme discomfort.

Math anxiety can be an intense emotional reaction to math based on past experiences.

Many men and women, from students to corporation presidents, suffer from math anxiety. Sixty to eighty percent of the adult population suffer to some degree.

Common reactions of math anxiety include:

1. **Blocking out** - Suddenly everything goes blank. You forget the math skills you know, even the simplest addition.

2. **Tension** - You may begin working the problem, but feel your body tighten up or your neck or back get stiff.

3. **Panic** - There is a feeling of coming disaster. Your pulse races and you perspire heavily. You're sure the problem cannot be done. You feel defeated.

4. **Paranoia** - You suspect that everyone knows how stupid you're feeling. You think "Probably everyone can do the problem but me."

5. **Tune out** - When numbers come up or when math is mentioned, the rest of the conversation is lost on you. You fail to hear what the person is saying. If you're reading a book with numbers, you have no idea what you've read at the end of the page.

Reprinted with permission from Barb Bendlin, Blackhawk Technical College, Janesville, Wisconsin.

6. **Guilt** - You may feel that even your ability in the little bit of math you do is a fraud. You've been faking what you can do and sooner or later you will be discovered. Maybe you suspect it's your fault that you have the problem.

7. **Physical reaction** - When you deal with math you may get a headache, become nauseous, have stomach cramps, experience blurred vision, lose your ability to concentrate, or get very sleepy.

8. **Avoidance** - Sometimes the most comfortable way to deal with a problem is to avoid it. You may try hard to stay out of situations where you encounter math.

What is Math Anxiety???

- Blocking out
- Tension
- Panic
- Paranoia
- Tune out
- Guilt
- Physical reaction
- Avoidance

Reprinted with permission from Barb Bendlin, Blackhawk Technical College, Janesville, Wisconsin.

Math Games We Play On Ourselves

Most of the time we have little conversations going on in our heads. Internal voices tell us how to feel (don't be nervous, stop worrying), and how to behave (be serious, stop being silly, control yourself). They compliment us (that was great, you did a good job, you deserve to celebrate) and criticize (don't be clumsy, that was dumb, that was stupid). When faced with math, these little conversations become very critical and can cause you to give up. They are self-defeating games -- games you play on yourself. If you know what these games are, you will be able to catch yourself playing them. This will help you to stop.

Each statement below represents a self-defeating behavior or thought we all have practiced at some time. After each statement write a positive statement that counter-acts the self-defeating behavior or thought.

1. I don't have time to study math every day but I try to catch up on weekends.

   ____

   ____

2. I am embarrassed to ask my teacher or a tutor for help . . . they will think I am dumb.

   ____

   ____

3. I never ask a question during math class when I'm confused because everyone else know what's going on except me.

   ____

   ____

Reprinted with permission of Barb Bendlin, Blackhawk Technical College, Janesville, Wisconsin.

4. I don't take notes in class when I understand what the teacher is explaining.

5. I don't take notes in class when I get lost and can't follow the teachers explanations.

6. I don't bother to get notes from someone else in the class if I have missed class.

7. I never read my math textbook.

8. I don't do math fast enough.

9. I just don't have a math mind.

10. Math is unrelated to my life, so I'll never need to know it.

Math Quiz

Directions: Write True (T) or False (F) for the statements below:

1. ________ Men are better in math than women.
2. ________ Math requires logic, not intuition.
3. ________ You must always know how you got the answer.
4. ________ Math is not creative.
5. ________ There is a best way to do a math problem.
6. ________ It's always important to get the answer exactly right.
7. ________ It's bad to count on your fingers.
8. ________ Mathematicians do problems quickly, in their heads.
9. ________ Math requires a good memory.
10. ________ Math is done by working intensely until the problem is solved.
11. ________ Some people have a "math mind" and some don't.
12. ________ There is a magic key to doing math.
13. ________ It is cheating to use a calculator.
14. ________ I will never need to use math.

Reprinted with permission of Barb Bendlin, Blackhawk Technical College, Janesville, Wisconsin.

Dealing With Math Anxiety

If you are anxious about math, you may want to look back on your math history and pinpoint specific classes or teachers that made you lose confidence in your math ability. Talking about past experiences with others often helps you realize you are not alone in your math anxiety.

But placing blame on specific people or situations doesn't change your current state of affairs. To break down your math barriers, try a few of the following suggestions:

1. Accept your negative feelings about math . . . you have the right to dislike math. But don't let these feelings stop you from meeting the challenge of learning the math you need to obtain your career goals.

2. Realize that you are a much different person now than you were when you first experienced math negatively. You are a competent adult with much real-life experience behind you, and you will now be better able to see the places in real-life where a knowledge of math is necessary.

3. Identify your self-defeating behaviors and thoughts. Replace negative thoughts with positive ones.

   Example: "I see math as a challenge, not a problem."

   "I can do anything I want to, so I can do math."

   Write some of your own positive math statements.

4. Be assertive in asking for help. Go to see your math teacher during her office hours. Make use of the tutors in the Tutorial Center.

5. End math avoidance. Seek opportunities to use math: carry a calculator with you so you can figure your own grocery bill, calculate the amount of tip to leave at a restaurant, or figure the discount on a sale item. The more you use math in everyday life, the more confident you will become in math.

6. Before you do homework, take a few minutes to relax, slow your breathing, and think positive thoughts.

Reprinted with permission of Barb Bendlin, Blackhawk Technical College, Janesville, Wisonsin.

Dealing With Math Anxiety
Page 2

7. Start reviewing math at an appropriate level. Starting at a level too advanced is like taking second year Spanish when you haven't had first year Spanish . . . you will only get more frustrated.

8. Keep a basic math textbook handy to use as a reference book. You can't possibly memorize everything in math, so be able to look information up when you need it. A basic math textbook is as essential to studying math as a dictionary is to studying language.

9. Expect your attitudes to change slowly -- there is no "magic fix" to take away anxiety immediately. Take pride in the small steps you make in reducing your discomfort with math. In time, you will appreciate the importance of math as a tool in understanding scientific and technical fields.

Studying Mathematics

IN CLASS

1. Sit in the front of the classroom. You will see better, hear better, and will be less likely to "tune out."

2. Each day, write down the date and the section in the text you will be discussing so you can later refer to your textbook.

3. Always take thorough notes in class. Write down all examples. Keep taking notes even if you get lost. Take notes even if you understand what the teacher is saying at the time . . . . you may not remember later. Taking notes reinforces learning . . . . you remember more when you write it down.

4. Ask questions in class.

5. Review previous day's notes before class so you will remember what was talked about, and will be ready to go on to new material.

6. Attend each class. Understanding tomorrow's new material depends on understanding today's assigned material. Know the phone number of your teacher or a classmate, and call them to get the assignment if you ever have to miss a class. Then try to do the assignment before the next class. Get the notes you missed from a classmate who takes good notes.

7. Know your learning style. If you are an auditory learner, tape record the lecture. If you are a visual learner, draw diagrams and pictures and take detailed notes. If you are a social learner, find someone to study with. If you learn best by reading, emphasize reading your textbook.

HOMEWORK

1. Organize your notes and homework. A loose-leaf binder containing loose-leaf paper works well for organizing math materials. Inexpensive tab dividers can be inserted to separate class notes, homework problems, completed tests, and handouts. Keeping materials organized and easy to find is essential to the study of any subject.

2. Keep all work . . . tests, notes, handouts . . . to review when necessary.

Reprinted with permission from Barb Bendlin, Blackhawk Technical College, Janesville, Wisconsin.

Studying Mathematics
Page 2

3. Do homework as soon after class as possible so you remember what was discussed in class.

4. Review your class notes and rework classroom examples before starting your homework.

5. Read the assigned section in your textbook before starting your homework. Read slowly and carefully. Read with pencil and paper in hand, and work through the examples given. Take notes from your textbook.

6. When doing homework, always write down text section, page number, and problem number. If you choose to use scratch paper to brainstorm your answer, rewrite your finished procedure and answer in an orderly manner. It is important to show all work. Why?

7. Put an "X" or question mark, or use a highlighter or different color pen to mark problems you don't understand or are unsure of.

8. Write down hard to remember rules, formulas, and memory devices in an easy-to-find place: the front or back cover of your notebook, or a special section of your notebook.

9. Use 3 x 5 cards for flashcards of important ideas. Carry them with you so you can study them when you have a few spare minutes.

10. Try explaining your homework problems to someone else. This helps pinpoint the things you may be having trouble with. Explaining material to someone else is the best way to really learn something yourself.

11. Make use of the Tutorial Center. But don't expect tutors or anyone else to do the work for you. Math is a participant sport: you learn it by doing it yourself, not by watching others.

12. Read a section ahead in the textbook. You will be better able to ask questions when the teacher explains that section.

13. Do a little math everyday. It's like exercise . . . a little everyday keeps you fit!

14. Keep a basic math textbook handy to use as a reference book. A good basic math textbook is as essential to the study of mathematics as a dictionary is to the study of other subjects.

Studying Mathematics

Page 3

TAKING TESTS

Before the test

1. Don't cram. Start studying several days before the test.
2. Read over all your notes from class and textbook.
3. Make a summary of important ideas as you go over your notes.
4. Rework tricky problems or ones you had trouble with.
5. Make 3 x 5 cards for formulas and rules. Carry these flashcards with you so you can study them when you have a few extra minutes.

Taking the test

1. It is natural to feel uneasy about tests.
2. While you are waiting for the teacher to hand out the tests, practice relaxation techniques:
    - a) close your eyes, and breathe slowly and deeply
    - b) imagine yourself in a beautiful, relaxing place, such as the beach. Hear the water, feel the sun. Relax.
    - c) calmly, slowly, talk to yourself positively: "I know the information well; I'm going to do a good job," etc.
3. When you get the test, write down the formulas you needed to memorize right away. Then you won't have to worry about remembering them.
4. Read all directions carefully.
5. Start with problems you know how to do. Don't spend too much time on things you don't remember. Come back to them later -- you may be able to do the work later.
6. Make sure your answers are reasonable and make sense.

Studying Mathematics

Page 4

When you get the test back

1. Congratulate yourself on everything you did right.
2. Don't kick yourself for making silly errors. Under pressure, everyone makes careless mistakes.
3. Most importantly, tests are learning experiences. Tests help you and the teacher determine what you have mastered, and what you still need to work on. Correct the errors you made on the test -- learn from your mistakes. You often learn more from making a mistake than from getting things right all the time.

Studying Mathematics

IN CLASS

- Sit in the front of the classroom
- Write down the date and the section in the text you will be discussing every day
- Always take thorough notes in class
- Ask questions in class
- Review previous day's notes before class
- Attend each class
- Know your learning style

Reprinted with permission from Barb Bendlin, Blackhawk Technical College, Janesville, Wisconsin.

Studying Mathematics

HOMEWORK HINTS

- Keep all work, tests, notes, handouts for review
- Do homework as soon after class as possible
- Review your class notes and rework classroom examples before starting your homework
- Read the assigned section in your textbook before starting your homework
- Always write down text section, page number, and problem number
- Mark problems you don't understand or are unsure of

Reprinted with permission from Barb Bendlin, Blackhawk Technical College, Janesville, Wisconsin.

Studying Mathematics

HOMEWORK HINTS

- Write down hard to remember rules, formulas, and memory devices in an easy-to-find place
- Use 3 x 5 cards for flashcards of important ideas
- Try explaining your homework problems to someone else
- Make use of the Tutorial Center
- Read a section ahead in the textbook
- Do a little math everyday
- Keep a basic math textbook handy to use as a reference book

Reprinted with permission from Barb Bendlin, Blackhawk Technical College, Janesville, Wisconsin.

Studying Mathematics

TAKING TESTS

Before the test:

- Don't cram.
- Read over all your notes from class and textbook.
- Make a summary of important ideas
- Rework tricky problems or ones you had trouble with.
- Make 3 x 5 cards for formulas and rules.

Reprinted with permission from Barb Bendlin, Blackhawk Technical College, Janesville, Wisconsin.

Studying Mathematics

Taking the test:

- It is natural to feel uneasy about tests.
- Practice relaxation techniques.
- Write down the formulas you needed to memorize right away.
- Read all directions carefully.
- Start with problems you know how to do.
- Make sure your answers are reasonable and make sense.

Reprinted with permission from Barb Bendlin, Blackhawk Technical College, Janesville, Wisconsin.

Studying Mathematics

When you get the test back:

- Congratulate yourself on everything you did right.
- Don't kick yourself for making silly errors.
- Most importantly, remember that tests are learning experiences.

Reprinted with permission from Barb Bendlin, Blackhawk Technical College, Janesville, Wisconsin.

Real-Life Math
(Problems to Be Assigned As Homework)

1. Triple your favorite recipes and write down the new amounts. Cut your favorite recipe in half and write down the new amounts.

2. Compare the cost of different sized containers of a product at the grocery store.

3. Calculate your mileage on the vehicle you drive.

4. Calculate the area of your living room. How many square yards of flooring would you need to purchase?

5. Go to a store and calculate the discount price of an item on sale for a certain percentage off.

6. If you receive a paycheck, calculate the percent of your paycheck that goes to federal tax, state tax, and social security.

7. Calculate the amount of tip to leave at a restaurant or hair salon.

8. Calculate how much interest you have to pay on a $182 charge bill for a month at 18% interest.

Reprinted with permission of Barb Bendlin, Blackhawk Technical College, Janesville, Wisconsin.

Introduction to Fractions

Vocabulary Review

Example: 3 numerator represents a part of the whole.
4 denominator represents the number of parts the whole has been divided into.

Example: $\frac{10}{3}$ is called an improper fraction because the numerator is larger than the denominator. An improper fraction always represents a number larger than 1.

An improper fraction can be changed to its mixed number form by dividing the numerator by the denominator: $\frac{10}{3} = 3\ 1/3$

Change these improper fractions to mixed numbers:

$\frac{12}{5} =$ $\frac{20}{9} =$ $\frac{14}{3} =$ $\frac{22}{7} =$

Example: 3 1/3 is called a mixed number because it includes a whole number and fraction. A mixed number can be changed to an improper fraction by multiplying the whole number by the denominator and adding the numerator: this new number is the new numerator, and is placed over the original denominator: 3 1/3 = 10/3

Change these mixed numbers to their improper fraction forms:

4 2/5 = 2 3/8 =

7 4/9 = 5 3/4 =

Reducing fractions to the lowest terms is done by dividing both the numerator and the denominator by the same number.

Example: $\frac{4 \div 4}{20 \div 4} = \frac{1}{5}$ 1/5 is the lowest terms for 4/20.

Reduce these fractions to lowest terms:

$\frac{5}{15} =$ $\frac{12}{32} =$ $\frac{22}{28} =$ $\frac{9}{15} =$

Reprinted with permission from Barb Bendlin, Blackhawk Technical College, Janesville, Wisconsin.

Equivalent fractions can be made by multiplying both the numerator and the denominator by the same number.

Example: $$\begin{array}{ccccc} \underline{3} & \times & 4 & = & \underline{12} \\ 7 & \times & 4 & = & 28 \end{array}$$

Make equivalent fractions:

$\frac{2}{3} = \frac{\_}{15}$ $\frac{4}{7} = \frac{\_}{42}$

$\frac{11}{12} = \frac{33}{}$ $\frac{9}{10} = \frac{45}{}$

Adding Fractions

Add 3/5 and 4/5. 3/5 + 4/5 = 7/5 = 1 2/5

(Draw pictures of candy bars cut into fifths.)

When you add with like denominators, the numerators are added together and put over the original denominator. The denominator doesn't change because the bars are still being divided into 5 parts.

Now add 3/4 and 2/5.

(Draw pictures of candy bars again.)

The bars are no longer being divided into the same number of pieces: we now have unlike denominators and a common denominator must be found before we can come up with an answer. Use your intuition to guess -- estimate the answer.

Summarize what you just did to come up with a general procedure for adding fractions: (denominators must be the same)

1.

2.

3.

Estimate your answers first in these problems. Estimating involves using your own math intuition. Then complete the problems following the procedure for adding fractions.

1. 2/3
+ 1/5

2. 7/8
+ 6/7

3. 1/2
4/5
+ 2/3

4. 12 3/7
+ 9 5/7

5. 4 5/6
+ 3 1/5

Reprinted with permission of Barb Bendlin, Blackhawk Technical College, Janesville, Wisconsin.

Adding Fractions
Page 2

6. Make up a word problem from real life where you might add fractions with unlike denominators.

Take a leap into the abstract:
Algebra and any advanced mathematics uses the same procedures used in basic math. If you know how to add fractions with numbers, you can use the very same procedure to add fractions with letters. Apply the procedure you learned for adding fractions with unlike denominators to these algebraic fractions.

7.	5/e	8.	4/a	9.	8/x	10.	8/x
	+ 7/f		+ 2/b		+ 1/y		+ 9/x

Don't expect "number" answers for algebraic problems. Your answers will be letters, and may not mean anything to you. You may not be able to form a mental picture of what the answer looks like . . . . get used to this.

What feelings arise when you work on problems 7, 8, 9, and 10?

Multiplying and Dividing Fractions

Important note: When multiplying with whole numbers, the result is a larger number. But when multiplying whole numbers by fractions, the result is a smaller number. But dividing whole numbers by fractions results in larger numbers.

1. Word sentence: What is half of 20?

   Now change words to a mathematical expression. Notice the word "of" followed by a number always indicates multiplication.

   Mathematical sentence: _____ = 1/2 x 20

   Procedure for multiplying fractions:

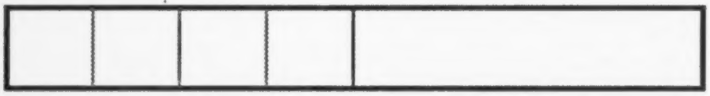
For each of the following problems, write a mathematical sentence for each word sentence:

2. What is a third of 15? . . . .

   Divide the dots into thirds, and count how many are in each third.

   Mathematical sentence: _____ = 1/3 x 15

3. What is a fourth of a half? (Draw a half divided into fourths.)



4. What is three-fourths of 2 1/2? (Estimate first)

5. 3 3/5 x 2 6/7

Independent practice: replace "times sign" with the word "of" when estimating these answers. If it helps, draw pictures. Estimate first.

1. 2/3 x 11
2. 10 x 1/4
3. 1/2 x 1/5
4. 1/3 x 1/6
5. 2 1/2 x 2 1/2
6. 5 1/4 x 2 4/7
7. 1/4 x 20
8. 3/8 x 4/9

Reprinted with permission of Barb Bendlin, Blackhawk Technical College, Janesville, Wisconsin.

Multiplying and Dividing Fractions
Page 2

Use what you know about multiplying number fractions to do these algebraic fractions: (Notice the "times" symbol "x" is never used in algebra. Why?)

9. $\frac{a}{b} \cdot \frac{c}{d}$

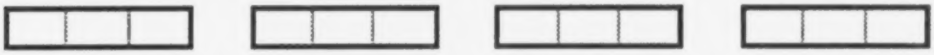
10. $\frac{5}{x} \cdot \frac{6}{y}$

11. $\frac{a}{b} \cdot \frac{3}{a}$

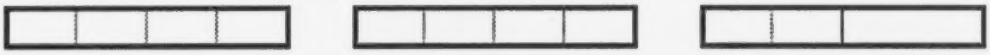
12. $\frac{b}{c} \cdot \frac{d}{b}$

Dividing Fractions

13. $4 \div 1/3$ How is this read? It can be read as, "How many thirds are there in 4?" This is shown pictorally as:



14. $2\ 1/2 \div 1/4$ How is this read? It can be read as, "How many fourths are there in 2 1/2?" This can be shown pictorally as:



Procedure for dividing fractions:

In doing the next problems, reword them so it becomes clear what you are looking for in your answer. Estimate first. Draw pictures when you can.

15. $3 \div 1/2$

16. $9 \div 1/3$

17. $5/6 \div 1/3$

18. $1/6 \div 3$

19. $5\ 1/2 \div 3/4$

20. $4\ 3/8 \div 3\ 3/4$

21. $5/a \div 8/a$

Multiplying and Dividing Fractions
Page 3

22. b/c ÷ x/y

23. $\frac{3/4}{1/2}$ A complex fraction has fractions within a fraction. Remember, all fractions are actually division problems, so rewrite this problem as 3/4 ÷ 1/2.

Summary of Fraction Procedure

When adding and subtracting fractions:

When multiplying and dividing fractions:

"Of" followed by a number means ______________________________.

$\frac{1/2}{1/4}$ A complex fraction represents __________________________.

When multiplying a whole number by a fraction, the result is:

When dividing a whole number by a fraction, the result is:

Reprinted with permission of Barb Bendlin, Blackhawk Technical College, Janesville, Wisconsin.

Decimal Fractions

Decimals and fractions are simply different ways to write the same number. Fractions can be changed to decimals, decimals can be changed to fractions . . . you may use whichever form is most convenient.

Changing fractions to decimals:

> Remember that all fractions represent the operation of division. Therefore, 3/4 means 3 ÷ 4.
>
> Divide the numerator by the denominator to change fractions to decimals.

1. 3/4 =
2. 5/8 =
3. 1/3 =
4. 2/3 =
5. 2/5 =
6. 3/16 =
7. 5/22 =
8. 9/11 =

Every fraction becomes either a terminating or repeating decimal.

Changing decimals to fractions:

> Remember, every decimal has an "unseen" denominator. .6 is 6/10; .75 is 75/100. Place the decimal (without decimal point) over the place value the decimal occupies, then reduce the fraction.

9. .8 =
10. .35 =
11. .725 =
12. .375 =
13. .65 =
14. .875 =
15. .75 =
16. .0125 =

Reprinted with permission of Barb Bendlin, Blackhawk Technical College, Janesville, Wisconsin.

Word Problems

Steps:

1. Read the problem through carefully. Determine what is being asked for . . . write down what is being asked for. In algebra, assign a letter name to the unknown.

2. Write down the known information, making sure to include labels. Note that if you need to add or subtract, labels need to be the same, so you may have to do some converting from one label to another. When multiplying or dividing, labels do not have to be the same. Draw pictures!

3. Determine what operation must be done (adding, subtracting, multiplying, dividing) that uses the known information to answer the question being asked. In algebra, this usually involves making up a formula or using a formula you have already been given.

4. Do the math necessary to come up with the solution. Estimate first.

5. Check your answer to make sure it answers the original question, and makes sense.

Key Words

Add:
- sum
- plus
- increase
- combined
- altogether
- in all
- raise

Subtract:
- difference
- decrease
- reduce
- loss
- less than
- remain
- dropped

Multiplication:
- times
- product
- twice
- area
- volume
- "of" followed by a number

Division:
- per
- quotient
- each
- split
- average
- how many pieces in the whole

Reprinted with permission of Barb Bendlin, Blackhawk Technical College, Janesville, Wisconsin.

Selected Word Problems

Directions: Draw pictures whenever possible.

1. If a crankcase cover has 10 evenly-spaced holes in it, and the distance from the hole on one end to the hole on the other end is 17 1/4", what is the center to center distance between the holes?

2. How many binding posts 1 7/8" long can be cut from a piece of brass rod 2' 3 1/2" long? Allow 1/8" waste for each cut.

3. How many holes spaced 1 7/16" center to center can be drilled in an angle iron 22 5/8" long, allowing 1 1/4" end distances on each end?

4. A machinist spends 2 1/4 hours at a lathe, 4 1/2 hours at the planer, and the rest of the day at the shaper. If the working day is 8 hours, and he makes $9.75 per hour, how much should he charge for the time spent at each machine?

5. A 7/8" bolt weighs .664 lb. How many such bolts are there in a keg of 250 lb.?

6. A 3 x 3 x 3/8 angle iron weighs 7/2 lb. per foot. Find the weight of a piece 12' 3" long.

7. A shaft that should be 1 3/16" in diameter measures 1.317". How much is it oversize?

Reprinted with permission of Barb Bendlin, Blackhawk Technical College, Janesville, Wisconsin.

Selected Word Problems
Page 2

8. A recipe needs 2 1/4 C. flour. I only have a 3/4 C. measure. How many 3/4 C. of flour do I need to make 2 1/4 C.?

9. How many grams of a chemical are needed to make 20 capsules that weigh 3/4 gram each?

10. One cereal costs $3.19 for 1 lb. 4 oz. Another cereal costs $2.79 for 22 oz. Which is the better buy?

11. Susan filled her car with gas, checking her odometer at 25,348.2 miles. Later that week, she filled her car again at 25, 567.7 miles. The car took 11.2 gallons to be filled. What was her mileage? (mpg)

12. Sheldon's Shoe Store sold 54 pairs of shoes last week. 1/2 of the pairs sold were women's shoes, 1/3 were men's shoes, and the rest were children's shoes. How many pairs of children's shoes were sold in the week?

13. Luke drove 3 7/10 miles from his house to the grocery store, 4 7/10 miles from the grocery store to the drugstore, 2 miles from the drugstore to the bakery, and 6 3/10 miles from the bakery back to his house. How many miles did he drive?

14. Every week, 1/6 of Irma's salary is withheld for federal taxes, 1/8 is withheld for Social Security taxes, and 1/12 is withheld for state taxes. What fraction of Irma's salary is she allowed to take home?

Selected Word Problems
Page 3

15. Three out of every five people in Mayberry Township own pets. If 780 people in Mayberry Township own pets, how many people live in Mayberry Township?

16. 2 1/3 cups of brown rice makes four servings. If Bruce wants to make six servings of brown rice, how many cups of rice should he cook?

Percents - Part One

The word "percent" means "divided by one hundred." Therefore, 16% actually means 16 divided by 100, or 16/100. Percents are the same as decimals and fractions: all three can be used interchangeably, depending on which is more convenient.

Directions: Express the following as percents, decimals, and fractions.

	%	decimal	fraction
1.	40%	__________	__________
2.	__________	.65	__________
3.	__________	__________	3/8
4.	__________	.80	__________
5.	__________	__________	1/4
6.	75%	__________	__________
7.	__________	__________	1/3
8.	__________	__________	2/3
9.	12 1/2%	__________	__________
10.	__________	.20	__________

When using percents in a problem, the percent is converted to either its fraction or decimal form.

Example: 25% of 60 is done as either:

a. .25 x 60 = 15

or b. 1/4 x 60 = 15

Reprinted with permission of Barb Bendlin, Blackhawk Technical College, Janesville, Wisconsin.

Percents - Part One
Page 2

If you use the decimal form of the percent, note that you move the decimal point on the percent two places to the left.

Calculate these percents, using decimal and fraction form.

11. 20% of 150 =

12. 30% of 210 =

13. 33 1/3% of 24 =

14. 10% of 560 =

15. 15% of $28.50 =

16. 25% of $48.00 =

17. 5% of $70.00 =

Percents - Part Two

Percent problems follow this basic formula:

Base	x	Rate	=	Part
(original number, total)		(percent)		(a part of the original number or total)

This formula may need to be rearranged depending on the information given. Use this triangle to help you decide what math to do:

P

B R

Cover the letter that needs to be found in a problem, and determine whether to multiply or divide the two letters that were given in the problem. (This is the "Pabst Blue Ribbon triangle.)

Applied problems: Remember to estimate first. Put a B, R, or P by each number given.

R⇓ B⇓
1. 25% of the math class got an "A" on their last test. If there are 48 students in the class, how many students got "A's"?
P?⇑

2. Your restaurant bill was $28.00. You wish to leave a 15% tip. How much tip should you leave?

3. A $35 dress is on sale for 20% off. What is the sale price of the dress? How much will you pay, including 5% sales tax?

4. The gross income on a check was $1183.08. The amount taken out for federal taxes was $117.77, state taxes was $67.85, and social security (FICA) was $90.51. What percent of your gross pay went to federal tax, state tax, and FICA?

Reprinted with permission of Barb Bendlin, Blackhawk Technical College, Janesville, Wisconsin.

Percents - Part Two
Page 2

5. You plan to buy a house that costs $62,000. You are required to pay a 20% down payment, and finance the remaining amount. How much will you have to finance?

6. There is a 25% off sale on sweaters. What is the sale price of a sweater originally marked $38.95?

7. You worked 40 hours at $7.20 an hour. Your employer takes 12% out of your gross pay for taxes, and 7.65% out for social security. How much is taken out for taxes? How much is taken out for social security? What is your net pay?

8. Out of every 2,000 cars produced, 35 of them do not pass the road test and are therefore not marketable. What percent of the cars do not pass the road test?

9. City employees got a 4 1/2% increase in wages this past year. If their old wage was $8.40 an hour, what is their new wage?

10. Sally made $9.70 an hour last year, and makes $10.33 an hour this year. What percent raise did she get?

Calculators

Calculators are an extremely helpful tool in performing mathematical computations. Using calculators to add, subtract, multiply, or divide is not cheating: calculators are faster and (usually) more accurate than long-hand computations or mental arithmetic. You still do the thinking; the calculator only does what you tell it to do. You will find it very helpful to have a calculator with you to perform simple arithmetic operations in your everyday life: calculating your total grocery bill; figuring the amount of discount on sale items; figuring the sales tax due when buying taxable merchandise; checking your own restaurant bill and then figuring out how much tip to leave; balancing your check book, etc. You need not be embarrassed to use a calculator -- you will be protecting yourself as a consumer by checking the calculations of those you do business with. Math anxious persons particularly benefit from owning a calculator and using it properly so they can deal with numbers on a regular basis to help build confidence and increase skills.

When taking math courses at the technical or college level, calculators are a necessity, and you will be expected to use one for your homework. When you purchase a calculator, make sure it is a scientific calculator (the word "scientific" will appear on the calculator). A scientific calculator allow you to do trigonometry, statistics, and other calculations beyond the basic operations of adding, subtracting, multiplying, and dividing. You will eventually realize a calculator is a very important tool to help you in your math endeavors.

Reprinted with permission of Barb Bendlin, Blackhawk Technical College, Janesville, Wisconsin.

Calculator Usage

Every brand of calculator works a little differently. Make sure to keep the instruction booklet that comes with you calculator, and refer to it when you are unsure of what steps to use when doing a particular calculation.

This worksheet is based on using a TI-35 Plus.

- Turn the calculator on with the **ON/C** key. A zero should appear, and below and to the left should appear the word "DEG," meaning "degrees." If "RAD" or "GRAD" appears, press the **DRG** key until "DEG"appears.

  If any other word appears on the lower part of the display, press **MODE**, then **1** to make sure your calculator is operating in decimal mode.

- Basic adding, subtracting, multiplying, and dividing are done by using the + - **X** ÷ keys. You must always press = to get the answer to a computation.

  Try these:
  1. 968.05 + 347.628
  2. 47.5 - 15.65
  3. 125 ÷ 1.5
  4. 13.25 x 2.6

  Notice, the calculator always puts the decimal point in the correct place in the answer.

  A note about division: any division problem can be written in three different ways, as seen in these examples:

  20 ÷ 5 can also be written as 20/5. Fractions mean division.

  Notice that "20" will be entered into the calculator first, no matter which way the original problem is stated.

Reprinted with permission of Barb Bendlin, Blackhawk Technical College, Janesville, Wisconsin.

Calculator Usage
Page 2

- Pushing the = key twice will repeat the last operation you did.

  Try this: 100 ÷ 5 = = ______________. The calculator will keep dividing by 5 every time you push =.

  Try these: 14 + 2 = =
  20 - 3 = =
  6 x 2 = =

  So beware . . . press = only once to get your answer. If you press it twice, it repeats the last operation into the calculator.

- If you make a mistake when entering a number, pressing the **ON/C** key once will erase the last number or operation you entered. But again beware . . . pressing the **ON/C** twice will erase everything you have entered. Some calculators have a **CE** key (clear entry) to correct entry errors.

  Try this, entering the last number incorrectly, then correcting your mistake:

  14 + 8,+ 12 + 6 + 5 = (Answer should be 45.)

- Order of operations. Several different operations may be seen in one mathematical expression, and you must know what to do first in order to come up with a correct answer.

  Try this without your calculator: 4 + 6 x 3 - 5 x 2 + 20 ÷ 2 =

  The correct answer is 22. A scientific calculator automatically knows the correct order of operations, but simpler calculators do the operations as they are entered, and you might come up with 35, which is a wrong answer.

Calculator Usage
Page 3

Remember to Please Excuse My Dear Aunt Sally, which is a mnemonic (memory) device to help you remember the correct order of operations, which are:

1. Parenthesis, brackets, or braces firstly
2. Exponents, powers or roots secondly
3. Multiplying and dividing, done left to right, thirdly
4. Adding and subtracting, done left to right, fourthly

$$\begin{array}{ccccccccc} 4 & + & 6 \times 3 & - & 5 \times 2 & + & 20 \div 2 & = & \\ & & \Downarrow & & \Downarrow & & \Downarrow & & \\ 4 & + & 18 & - & 10 & + & 10 & = & 22 \end{array}$$

Note: Multiplying and Dividing are of equal order; Adding and subtracting are of equal order. Operations of equal order are performed left to right as you read them.

Use order of operations on the next examples:

1. $6 - 2 \times (4 + 6) \div 5 + 9$

2. $16 + (8 - 3 \times 2) - 2$

3. $\dfrac{300 - 12 \times (11 + 13)}{12 + 6 \times 4}$

Steps for complex fractions:
1. Calculate numerator
2. Calculate denominator
3. Divide numerator by denominator

In the above examples, parenthesis are used. Your calculator has parenthesis keys, so you can enter the problem as it is written, using parenthesis keys.

Answers: 1. 11 2. 16 3. $1/3 = .\overline{3}$

Calculator Usage
Page 4

- All scientific calculators have a "memory." You can put a number into memory to save it for future use. If you wanted to put the number 30 in store, press 30 **STO**. The number is now stored in your calculator, waiting to be used. Note, when a number is in memory, an "M" appears on the upper left corner of the display. When you turn your calculator off, then back on again, the number remains in memory. To use the number in calculation, press **RCL** (for recall), and the number appears on the display.

  Memory is helpful in problems like this:

  $$\frac{(42 \times 50) + (15 - 10)}{(32 + 6) \times 5}$$

  Calculate the denominator first, and store the answer. Then calculate the numerator, then divide the numerator by **RCL**, and press = to complete the operation.

  Memory is also useful when you have to use the same number again and again:

  $$X^2 + X - 40 + X^2 - 30 \quad \text{when } X = 5$$

  Put "5" in memory, and calculate, using the **RCL** key whenever you get to and "X."

- The "change sign" key, **+/-** is used to enter negative numbers into your calculator. To enter -6, press 6 **+/-**. This key is useful when doing operations with signed numbers.

  -6×-5 $\quad$ $\frac{-40}{5} =$ $\quad$ $-12 + -7 =$ $\quad$ $10 - -10 =$

- In problems involving circle the number "π" (pi) is used. The approximate value of π is 3.14. There is a "π" key on your calculator. Notice that π is written above the **EXP** key on a TI-35 Plus. Anything written above a key is accessed by using the **2nd** or **INV** key in the upper left hand corner. To use π, push **2nd**, then **EXP**, and π will be displayed to 9 decimal places. Use the π key to calculate the following:

  The circumference of a circle is found by multiplying π times the diameter of the circle: $C = \pi d$. Calculate the circumference when d = 15 inches.

Calculator Usage

Page 5

- The square and square root key are often used in basic geometry and algebra.

  Squaring a number means multiplying it times itself. 3^2, read "three squared," means 3 x 3, or 9. To square a number on the calculator, use the $\mathbf{X^2}$ key. You do not need to press = when using the $\mathbf{X^2}$ key.

  Square these numbers:

  5^2 = _____ 10^2 = _____ 18^2 = _____ 25^2 = _____

- Finding the square root is the opposite procedure of squaring. Finding the square root of 16 means finding what number you multiply times itself to get 16. The answer is 4. The square root key is above the $\mathbf{X^2}$ key, so to find the square root of 16, press 16 **2nd** $\mathbf{X^2}$, and 4 will appear.

  Try finding the square roots of these:

  25 36 75 144 180

- Exponents are also frequently used. Exponents are small numbers written above and to the right of a number. 4^2 has and exponent of "2." An exponent always indicates how many times a number is multiplied times itself. 4^2 means 4 x 4; 4^3 means 4 x 4 x 4; 4^4 means 4 x 4 x 4 x 4. Exponents can be done on a calculator using the $\mathbf{Y^x}$ key. To find 4^3, press 4 $\mathbf{Y^x}$ 3 = to get 64.

  Try these:

  5^3 = 5^7 = 6^4 = 20^8 =

  (The answer to this problem will be expressed in scientific notation, a shorthand form for denoting very large numbers.)

Answers to Workbook Problems

Introductions to Fractions

Improper to mixed:

$\frac{12}{5} = 2\frac{2}{5}$ $\frac{20}{9} = 2\frac{2}{9}$ $\frac{14}{3} = 4\frac{2}{3}$ $\frac{22}{7} = 3\frac{1}{7}$

Mixed to improper:

$4\frac{2}{5} = \frac{22}{5}$ $2\frac{3}{8} = \frac{19}{8}$ $7\frac{4}{9} = \frac{67}{9}$ $5\frac{3}{4} = \frac{23}{4}$

Reduce:

$\frac{5}{15} = \frac{1}{3}$ $\frac{12}{32} = \frac{3}{8}$ $\frac{22}{28} = \frac{11}{14}$ $\frac{9}{15} = \frac{3}{5}$

Equivalent fractions:

$\frac{2}{3} = \frac{10}{15}$ $\frac{4}{7} = \frac{24}{42}$ $\frac{11}{12} = \frac{33}{36}$ $\frac{9}{10} = \frac{45}{50}$

Adding Fractions

Procedure for adding fractions:

1. Find a common denominator by multiplying the original denominators times each other.
2. Change each fraction to an equivalent fraction having the common denominator. (Remember, both numerator and denominator must be multiplied by the same number to get equivalent fractions.)
3. Add the numerators and place over the common denominator.

Addition problems:

1. $\frac{13}{15}$ 2. $1\frac{41}{56}$ 3. $1\frac{29}{30}$ 4. $21\frac{8}{7} = 22\frac{1}{7}$ 5. $7\frac{31}{30} = 8\frac{1}{30}$

7. $\frac{5f + 7e}{ef}$ 8. $\frac{4b + 2a}{ab}$ 9. $\frac{8y + 1x}{xy}$ 10. $\frac{17}{x}$

Reprinted with permission from Barb Bendlin, Blackhawk Technical College, Janesville, Wisconsin.

Answers to Workbook Problems
Page 2

Multiplying and Dividing Fractions

1. $\frac{1}{2} \times 20 = 10$

Procedure: Change whole numbers to fractions by putting a "1" under the whole number. Then multiply num erator times numerator, then denominator times denominator. Finally, divide numerator by denominator to get final answer.

2. 5
3. $\frac{1}{8}$
4. $1\frac{7}{8}$
5. $10\frac{2}{7}$

Independent Practice:

1. $7\frac{1}{3}$
2. $2\frac{1}{2}$
3. $\frac{1}{10}$
4. $\frac{1}{18}$
5. $6\frac{1}{4}$
6. $13\frac{1}{2}$
7. 5
8. $\frac{1}{6}$
9. $\frac{ac}{bd}$
10. $\frac{30}{xy}$
11. $\frac{3}{b}$
12. $\frac{d}{c}$
13. 12
14. 10

Procedure: Change mixed numbers to improper fractions. Change sign to multiply, invert second number, then multiply.

15. 6
16. 27
17. $2\frac{1}{2}$
18. $\frac{1}{18}$
19. $7\frac{1}{3}$
20. $1\frac{1}{6}$
21. $\frac{5}{8}$
22. $\frac{by}{cx}$
23. $1\frac{1}{2}$

Answers to Workbook Problems
Page 3

Summary of Fraction Procedure

When adding fractions:
1. Common denominators needed
2. Keep mixed numbers

When multiplying and dividing fractions:
1. Don't need common denominators
2. Change mixed numbers to improper fraction.

"Of" followed by a number means multiply.

A complex fraction represents division.

When multiplying a whole number by a fraction, the result is smaller.

When dividing a whole number by a fraction, the result is larger.

Decimal Fractions

1. .75
2. .625
3. .3333 . . . . = $.\overline{3}$
4. .6666 . . . . = $.\overline{6}$
5. .4
6. .1875
7. .22727 . . . . = $.2\overline{27}$
8. .8181 . . . . = $.\overline{81}$
9. $\frac{4}{5}$
10. $\frac{7}{20}$
11. $\frac{29}{40}$
12. $\frac{3}{8}$
13. $\frac{13}{20}$
14. $\frac{7}{8}$
15. $\frac{3}{4}$
16. $\frac{1}{80}$

Selected Word Problems

1. $1\frac{11}{12}$"
2. 13
3. 15 (always one more hole than spaces.)
4. $21.94 lathe
$43.88 planer
$12.19 shaper
5. 376
6. 88.2 lb
7. .1295 inches
8. 3
9. 15 grams
10. the 22 oz. box
11. 19.6 mpg
12. 9
13. $16\frac{7}{10}$
14. $\frac{5}{8}$
15. 1300
16. 3.5

Answers to Workbook Problems
Page 4

Percents - Part One

	%	decimal	fraction
1.		.40	2/5
2.	65%		13/20
3.	37.5%	.375	
4.	80%		4/5
5.	25%	.25	
6.		.75	3/4
7.	33 1/3%	.333 . . .	
8.	66 2/3%	.666 . . .	
9.		.125	1/8
10.	20%		1/5

11. 30 12. 63 13. 8 14. 56 15. $4.28

16. $12.00 17. $3.50

Percents - Part Two

1. 12 2. $4.20 3. $28 & $29.40 4. Federal 9.95% 5. $49,600
State 5.74%
FICA 7.65%

6. $29.21 7. $34.56 8. 1.75% 9. $8.78 10. 6.5%
$22.03
$231.41

Girls and Math: Enough Is Known for Action

Girls are taking almost the same number of math courses as boys (2.9 vs. 3.0) however they are less apt to take Trig or Calculus.

In 1979 women accounted for 9% of the science and engineering work force; in 1988 that increased to 16%. However women are 45% of the total work force.
-National Science Board

In the last 15 years, many things have changed with regard to girls and math. While boys still outnumber girls in upper-level math, girls are no longer uncommon. And while women are not entering careers that need math in numbers equal to men, neither are women a rarity in these fields. At all levels there has been increased awareness of the underrepresentation of women in math, science, and engineering and what this could mean for the country, as well as for individual women. Calling it an issue of "paramount concern," former National Science Foundation director Erich Block urged Americans to look to underrepresented minorities and women to meet the growing demand for scientists and engineers in the United States.[1]

Thanks to research, we now know that sex differences in math achievement are small and declining.

Society's perception of women and math is changing, albeit slowly. Television scenes of mothers telling children to wait for their father for help with math homework because the mothers were "never any good at math" are being matched by scenes such as the November 1990 "Evening Shade" where the father tells his daughter to wait until her mother gets home to get help with math homework because the mother is so much better in math. Even in the movies, women who can't balance their checkbooks are being replaced by women such as the wife in *Presumed Innocent* who had a Ph.D. in math and a husband who had loved her helping him through algebra. Of course, she was the murderer, but . . .

"Math gap" narrows

During the past few years, there has been an explosion of research on girls and boys and math. Thanks to research, we now know that *sex differences in math achievement are small and declining*.

Analysis across hundreds of studies has found that in the general population women and girls outperform men and boys in math by a very small amount. Females score slightly higher in computation, males slightly higher in complex problem solving, and

Reprinted from "Girls and Math: Enough Is Known for Action," *WEEA Digest*, June, 1991, by permission of Women's Educational Equity Act Publishing Center, Education Development Center, Inc., OERI, U.S. Department of Education.

there are no differences in math concepts.

There are no sex differences in problem solving until high school, when differences favoring males occur. Greater male superiority in math achievement shows up in more academically selective populations.

Analysis of studies done before and after 1974 has found sex differences declining over the years to negligible levels. While women still lag behind in some aspects of spatial abilities and in math achievement at the top levels of mathematics, they are gaining on men in mathematics as a whole.[2]

Boys in math classes tend to receive more teacher time and attention than girls.

Research has also identified at least one of the reasons that boys show more interest in math. *Boys in math classes tend to receive more teacher time and attention than girls.* Teachers have been found to give boys more praise, more criticism, more remediation, and to be more apt to accept boys' responses. They also respond more frequently to boys' requests for help and talk to boys much more about ideas and concepts.[3] Boys are much more apt than girls to be in the small group of students who receive most of the teacher's academic time and interest and to receive more encouragement from their parents to take advanced math.[4]

Giving more attention and resources to boys is so much the norm that teacher who try to give equal attention to girls often feel uncomfortable because they feel the boys are being slighted.[5]

Questioning a "math gene"

The great preponderance of evidence indicates there is no "math gene." Sex differences in mathematics achievement have become small enough in most areas to be considered negligible. While society may change fast enough for this to happen, biology doesn't. Genetic differences tend to remain stable, but sex differences in mathematics achievement are decreasing.

Sex differences in such traditionally "masculine" areas as spatial relations have been eliminated by changing teaching practices and providing both girls and boys with opportunities to build their skills.[6] Practice can improve many things, but not genes.

The finding that gifted seventh-grade boys are much more likely to score highly on the SAT: Math is often used to justify a biological basis to math sex differences. However, this reasoning is seriously flawed. Fundamental errors occur when researchers "assume that because girls and boys have been in the same math classes they have had the same experiences, assume that differences on SAT, a test that courts have found to be biased against women, are biological, assume that gifted children whose parents pay over $30 for their children to take a test represent the population as a whole, [and] tell girls and boys *before* they take the

SAT that girls don't do as well as boys!"[7]

In earlier ages, it was believed that women could not pursue mathematics because their heads were too small, their nervous systems too delicate, or their reasoning capacities insufficient. Even such an eminent educational theorist as Rousseau believed that women were not qualified for research in abstract areas because their brains were unfit. While such notions are clearly passé, they do have twentieth-century counterparts.[8]

Changing the question

The question we should be asking is not "Is there a math gene?" but rather "Why are there so many fewer women than men in math-related fields, when the sex differences are so small?"

We have been successful in encouraging middle-class girls in math and science at the pre-college level, but we have not been as successful at the college level where young women enter math and science fields at much lower rates that young men and also drop out of math and science majors in greater numbers than do similarly talented young men with the same grades.[9]

The question we should be asking is not "Is there a math gene?" but rather "Why are there so many fewer women than men in math-related fields, when the sex differences are so small?"

We have also not been successful in encouraging low-income girls and girls of color in math and science even at the precollege level. And math is still a critical filter. Low-income students and students of color who take algebra and geometry go to college in numbers equal to wealthier whites. However, only half as many low-income students and students of color take these important courses.[10]

Where to start

The irony is that we know what to do. Based on research and evaluation we know how to get girls to take more math and science.[11] Here are some of the strategies we know work.

Intervene in seventh and eighth grades. In most schools, students decide in eighth grade if they will take algebra, an important first step to continued math involvement. After being in a program with activities showing that algebra can be fun, and being encouraged that they could do math, one group of low-income, urban, Hispanic girls all decided to take algebra.[12]

Intervene in ninth and tenth grades. Sophomore year is another key decision-making time. While girls and boys are equally apt to take algebra and geometry, girls are more likely than boys to stop there and take no more math.[13]

Design programs and math classes that incorporate what girls feel they are currently missing in much "school math." Girls decide to take more math and science (and continue taking the courses) after participating in math sessions they see as more fun, more relaxed, with less pressure and less competition, with more hands-on work and problem solving, and with teachers who explain more and answer questions, "making sure you understand."[14]

The career question

We also know some successful strategies to get girls to consider math and science careers.

Get girls beyond the "nerd" factor. Stereotypes about people who are good in math and science are still a problem. Informal social sessions with adult scientists have been shown to change high school girls' views of people who are good in math and science from "nerdy" and "strange" to people who are social and have a sense of humor. This holds for both white girls and girls of color.[15]

Emphasize career exposure, not career choice. Sessions on selecting a career for high school and middle school students don't seem to work in encouraging girls to choose math- or science-related careers. However, talking with scientists and engineers about their work has caused girls in several programs to consider those careers for themselves.[16]

Involve girls in activities that reflect the work of people in different science and math careers. Participating in hands-on engineering activities made girls in one program *six times* more likely to consider engineering as a career.[17]

Reduce the isolation frequently felt by girls who are already interested in math and science. Scheduling time for girls to "just talk" to each other has helped them find out that there are "girls just like me" who "have the same problems [of being a 'smart' girl in math and science]." Where follow-up is done, it has been found that most of the girls continue to keep in touch and provide each other with an ongoing support structure.[18]

Challenges ahead

While there is much we know, we have several important challenges left to face.

How do we institutionalize effective programs? Programs to encourage girls in math and science are "dependent on the kindness [or at least the funding] of strangers." Effective programs need to become institutionalized, to become budget items of the organizations that have hosted them for so long.

How do we reach large numbers of teachers? There will never be enough programs to reach all students who need them. Yet many of the characteristics of effective programs -- more hands-on and fun work, less individual competition -- can and should become a part of math and science classes.

How do we move away from the syndrome of "them that has, gets"? Most programs and classes are for boys and girls. Yet in coed settings -- even those incorporating gender equity -- boys tend to get the lion's share of attention and opportunities. Indeed, at the end of one gender-equity effort, teachers listed fewer girls as interested in science than they listed before the program started! We must learn how to make special programs special for all.

Researchers and practitioners, scholars and activists need to join together, to share what we know and to learn from each other. Those whose major interest is in equity must be involved in math reform efforts to ensure that these efforts are equitable, and those whose major interest is in math reform must be involved in equity efforts to ensure that these efforts are effective.

As Paul Tsongas reminds us, "Equal opportunity, we have learned, is more than an open gate. It is the appropriate complement of skills and fundamental self-esteem that makes the open gate meaningful. To just open the gate is to engage in a cruel gesture, no matter how innocently it is done."[19]

The gate is opening, much of the knowledge is there. It is up to us whether girls are offered a real chance or just a cruel gesture.

Patricia B. Campbell, Ph.D.
Campbell-Kibler Associates

For further reading on Dr. Campbell's research, see her article "So What Do We Do with the Poor, Non-White Female? Issues of Gender, Race, and Social Class in Mathematics and Equality," in Peabody Journal of Education *(vol. 66, no. 2 [dated Winter 1989; forthcoming 1991]).*

---

[1] National Science Foundation, "Women and Minorities in Science and Engineering" (Washington, D.C., 1990, report).

[2] Janet Hyde, Elizabeth Fennema, and Susan J. Lamon, "Gender Differences in Mathematics Performance: A Meta Analysis," *Psychological Bulletin* 107, no. 2 (1990): 139; Lynn Friedman, "Mathematics and the Gender Gap: A Meta Analysis of Recent Studies on Sex Differences in Mathematical Tasks," *Review of Educational Research* 59, no. 2 (1989): 185.

[3] Jacquelynne Eccles, "Bringing Young Women to Math and Science," in *Gender and Thought: Psychological Perspectives*, ed. by M. Crawford and M. Gentry (New York: Springer-Verlag, 1989), 49; Jane Stallings, "School Classroom and Home Influences on Women's Decisions to Enroll in Advanced Mathematics Courses," in *Women and Mathematics: Balancing the Equation*, ed. by Susan Chipman, Lorelei Brush, and Donna Wilson (Hillsdale, N.J.: Erlbaum, 1985), 224.

[4] Eccles, "Bringing Young Women To Math and Science," 48-49.

[5] Judith Whyte, "Observing Sex Stereotypes and Interactions in the School Lab and Workshop," *Educational Review* 36, no. 1 (1984): 75.

[6] P. Flores, "How Dick and Jane Perform Differently in Geometry: Test Results on Reasoning, Visualization, Transformation, Applications and Coordinates" (paper presented to the annual meeting of the American Educational Research Association, Boston, Mass.), 1.

[7] Patricia Campbell, Tom R. Kibler, and Kathryn B. Campbell-Kibler, "The SAT at 12," *College Prep* (1991): 9; Patricia B. Campbell, *The Hidden Discriminator: Sex and Race Bias in Educational Research* (Newton, Mass.: WEEA Publishing Center/EDC, 1989), 24-27.

[8] Jane Armstrong, "A National Assessment of Participation and Achievement of Women in Mathematics," in *Women and Mathematics: Balancing the Equation*, ed. by Susan Chipman, Lorelei Brush, and Donna Wilson (Hillsdale, N.J.: Erlbaum, 1985), 60.

[9] National Science Foundation, "Women and Minorities in Science and Engineering"; Barbara Schroder, "Some Preliminary Data About Undergraduate Women and

---

Minorities in Math and Science at Rutgers, New Brunswick" (Office of Educational Policy Studies, New Brunswick, N.J., 1989, report); Patricia B. Campbell, "EUREKA! Participant Follow-up Analysis" (Campbell-Kibler Associates, Groton, Mass., 1990, report).

[10] College Board, *Factors Increasing Access to College,* publication 003969 (New York: College Board Publications, 1990).

[11] For further information on the research in this area, see E. Fennema and G.C. Leder, eds., *Mathematics and Gender* (New York: Teachers College, 1990), 149-68, and Janet Hyde, Elizabeth Fennema, and Susan Lamon, "Gender Differences in Mathematical Performance: A Meta Analysis," *Psychological Bulletin* 107, no. 2 (1990): 139-55.

[12] Patricia B. Campbell and Susan S. Metz, "What Does It Take to Increase the Number of Women Majoring in Engineering," in *ASEE Annual Conference Proceedings* (Washington, D.C.: American Society of Engineering Education, 1987; reprinted in *The Stevens Indicator* 104, no. 4 [1987]).

[13] National Science Foundation, "Women and Minorities in Science and Engineering."

[14] Patricia B. Campbell and Catharine Shackford, "EUREKA! Program Evaluation" (Campbell-Kibler Associates, Groton, Mass., 1990, report); Campbell, "EUREKA! Participant Follow-up Analysis."

[15] Patricia B. Campbell, "Douglass Science Institute: Three Years of Encouraging Young Women in Math, Science, and Engineering" (Campbell-Kibler Associates, Groton, Mass., 1991, report).

[16] Campbell and Shackford, "EUREKA! Program Evaluation"; Campbell, "Douglass Science Institute."

[17] Campbell and Shackford, "EUREKA! Program Evaluation."

[18] Campbell, "Douglass Science Institute."

[19] Paul Tsongas, *A Call to Economic Arms: The New American Mandate* (Boston: Foley, Hoag & Eliot, 1991), 72.

Suggested Reading

Barasch, Seymour, Kapproff, Ronald, Ganz, Robert, and Hull, Barbara. *Preparation For The New GED*. New York: Simon and Schuster, 1988.

Bautista, Veltisezar B. *Improve Your Grades*. East Detroit, MI: Bookhaus Publishers, 1988.

Bear, John. *Bear's Guide To Earning Non-Traditional Degrees*. Berkeley, CA: Ten Speed Press, 1988.

Bobroe, Jerry. *You Can Pass The GED*. Cliffs Notes, 1989.

Cohen, Steve, and deOlveira, Paulo. *Getting To The Right Job: A Guide For College Graduates*. New York: Workman Publishing Co., 1987.

Figler, Howard. *Liberal Education And Careers Today*. Garrett Park, MD: Garrett Park Press, 1989.

Jeakle, Bill, and Wyatt, Ed. *How To College In The 90s*. New York: New American Library, 1989.

Kahn, Norma B. *More Learning In Less Time*. Berkeley, CA: Ten Speed Press, 1981.

Kingstone, Brett. *The Student Entrepreneur's Guide*. Berkeley, CA: Ten Speed Press, 1981.

Mendelsohn, Pam. *Happier By Degrees: A College Reentry Guide For Women*. Berkeley, CA: Ten Speed Press, 1986.

Phifer, Paul. *College Majors and Careers: A Resource Guide For Effective Life Planning*. Garrett Park, MD: Garrett Park Press, 1987.

Reprinted from *Opening the Door to Opportunity: A Manual for Displaced Homemaker Programs* by permission of Career Concepts, P.O. Box 54, Northport, Alabama 35476.

Competency 5.0

Skills to participate in work and life-long learning.

Indicator 5.02

Describe how educational achievements and life experiences relate to occupational opportunities.

Indicator 5.02: Students will be able to describe how achievements and life experiences relate to occupational opportunities.

Time: Two hours

Content	Instructional Strategies	Instructional Resources
Identify personal and professional achievements and life experiences: • Educational • Work • Leisure	Brainstorm achievements and life experiences with participants. Record on flipchart and post.	Flipchart
Identifying educational and employment experiences and leisure activities.	Activity sheet	Specific Knowledge
Specific skills acquired: • in school • at work • in leisure activities	Activity sheet	Specific Knowledge - Skills

Specific Knowledge

List formal educational experiences -- secondary schools, colleges, conferences, workshops, etc.	List employment experiences, paid and volunteer, together with whatever special training you received there.	List leisure activities, hobbies, clubs, sports, etc.

- Fill in the chart on the next page, using the above list to "tickle your memory."
- When done, circle those Knowledges you still enjoy so much you would like to be able to use them in your future work or leisure.
- Pick the top 3, 5, or 10 that are most important to you and prioritize them.

Reprinted with permission from The Women's Development Center, Waukesha Technical College.

Specific Knowledge - Skills

Degree of Skill	Knowledge I picked up in **schools**	Knowledge I picked up **at work**	Knowledge I picked up **in leisure activities**
Novice Skills			
More Advanced Skills			
Mastery or Very Advanced Skills			

Knowledges may be in subject matter, such a psychology, languages; in techniques, processes; in working with tools or things; and may be picked up by doing, through teachers, books, cassettes, apprenticeships, workshops, etc.

Reprinted with permission from The Women's Development Center, Waukesha Technical College.

Competency 5.0

Skills to participate in work and life-long learning.

Indicator 5.03

Describe organizational resources to support education and training (e.g., remedial classes, counseling, tuition support).

Indicator 5.03: Students will be able to identify organizational resources to support education and training (e.g., remedial classes, counseling, tuition support).

Time: One hour

Content	Instructional Strategies	Instructional Resources
Services provided by various organizational resources: • Study center - study skills - test-taking skills - note-taking skills • Remedial classes: (schedule assessment) - reading - English - math • Counseling: - career guidance - personal counseling - support groups • On campus child care facility • Disabilities Office for support services • Sex Equity Coordinator	Presentation(s) by resource people Handouts from speakers	Presenter(s) from VTAE resource staff. • Skills/Study Center • Remedial Center • Counseling Center • Child care facility • Disabilities services • Sex Equity Coordinator

Page 2 of Indicator 5.03: Students will be able to identify organizational resources to support education and training (e.g., remedial classes, counseling, tuition support).

Content	Instructional Strategies	Instructional Resources
Tour of appropriate VTAE facilities	Tours of VTAE facilities to be done on out of class time	Tours of VTAE facilities which may include: • Child care facility • Skills Center/Learning Center • Counseling Office • Placement Center • Minority Services Office • Disabilities Office • Financial Aids Office • Sex Equity coordinator
Types of Financial Assistance • U.S. Department of Education • Other sources • Special scholarships for adult women students	Lecture/discussion Overhead transparency Handout	• Financial Aid • Types of Financial Assistance
Types of financial aid	Workbook	Yes You Can! Financial Aid for School or Training, Changes or Challenges, pp. 22-215

Page 3 of Indicator 5.03: Students will be able to identify organizational resources to support education and training (e.g., remedial classes, counseling, tuition support).

Content	Instructional Strategies	Instructional Resources
	Workbook	**WCIS Resources:** Print Materials: • Wisconsin Works, pp. 24-29
	Computer lab, out of class work	Software: • Financial aid scan and Financial aid workbook • Scholarships

Financial Aid

The U.S. Department of Education offers five specific forms of financial aid for students:

1. **Pell Grants**. Based on need and require no repayment.
2. **Supplemental Educational Opportunity Grants**. Based on need and requires no repayment.
3. **College Work-Study**. Provides campus-based jobs. Pays minimum wage for an allotted number of hours worked.
4. **National Direct Student Loans**. Based on need and must be repaid, with interest, after you leave school.
5. **Guaranteed Student Loans/PLUS Loans**. No need requirement, and must be repaid, with interest, after you leave school. These loans are administered by a lending institution (bank, credit union, etc.)

Other Sources of Financial Aid:

1. **Scholarships for academic merit.**
2. **Special interest scholarships** (music, art, drama, and special academic areas.)
3. **Private organizations** (civic groups, alumni funds, women's clubs, etc.)
4. **Employers**. Large companies frequently fund education for employees. If your husband died while employed by a company that offers scholarships for employees, you may be eligible.
5. **Cooperative education**. A plan to work part-time while in school. Inquire at the cooperative education office on campus.
6. **Special adult women's funds**. These are becoming more common. Inquire at the adult student office on campus.

Reprinted from *Opening the Door to Opportunity: A Manual for Displaced Homemaker Programs* by permission of Career Concepts, P.O. Box 54, Northport, Alabama 35476.

Special Scholarships for Adult Women Students:

Business and Professional Women's Foundation
2012 Massachusetts Avenue, N. W.
Washington, D. C. 20036

Administers:
- BPW Career Advancement Scholarships
- Clairol Loving Care Scholarships
- New York Life Foundation Scholarships for women in health care professions

Soroptimist International of the Americas
1616 Walnut Street
Philadelphia, PA 19103

Altrusa International Foundation
332 So. Michigan Avenue
Suite 1123
Chicago, IL 60604

General Sources of Information on Financial Aid

Scholarships for Science:
The Publication Office
National Science Foundation
1800 G Street, N.W.
Washington, D. C. 20550

"Meeting College Costs"
College Board Publication Order
Box 886
New York, NY 10101

The Student Guide: 5 Federal Financial Aid Programs (Free)
Federal Financial Aid
Box 84
Washington, D. C. 20044

Need a Lift? ($1.00)
Need a Lift?
P.O. Box 1055
Indianapolis, IN 46206

Reprinted from *Opening the Door to Opportunity: A Manual for Displaced Homemaker Programs* by permission of Career Concepts, P.O. Box 54, Northport, Alabama 35476.

Available from local bookstores:

Don't Miss Out: The Ambitious Student's Guide to Scholarships and Loans, Robert Leider and Anna Leider.

Finding Money for College, John Bear, Ten Speed Press.

Available in your school library:

Financial Aids for Higher Education: A Guide for Undergraduates, (Current edition). Oreon Kessler, Wm. C. Brown Co. Publishers, Dubuque, Iowa.

Foundation Directory, The Foundation Center, Columbia University Press, Irvington, New York 10533.

Foundation Grants Index, The Foundation Center, Columbia University Press, Irvington, New York 10533.

Foundation Grants to Individuals, Claude Barrileaux and Alexis Gersumky (eds.), The Foundation Center, Columbia University Press, Irvington, New York 10533.

Reprinted from *Opening the Door to Opportunity: A Manual for Displaced Homemaker Programs* by permission of Career Concepts, P.O. Box 54, Northport, Alabama 35476.

Financial Aid

From the U.S. Department of Education:

- Pell Grants
- Supplemental Educational Opportunity Grants
- Pell Loans
- College Work-Study
- National Direct Student Loans
- Guaranteed Student Loans/PLUS Loans

Other Sources:
- Scholarships for academic merit
- Special interest scholarships
- Private organizations
- Employers
- Cooperative education
- Special adult women's funds

Reprinted from *Opening the Door to Opportunity: A Manual for Displaced Homemaker Programs* by permission of Career Concepts, P.O. Box 54, Northport, Alabama, 35476.

Types of Financial Assistance

Finding assistance to pay for education/training is a task that requires both patience and persistence. There are various routes one can pursue to determine eligibility of funding. However, initially one needs to know the routes to take to find this assistance.

The following list is a breakdown of different types of financial assistance, the forms that need to be completed, and who might be an additional contact person for more information and assistance.

Type of Aid	Form to Be Completed	Additional Contact
Grants	Financial Aid Form	Financial Aid Office
Work/Study	Financial Aid Form	Financial Aid Office
D.V.R. (Dept. of Vocational Rehabilitation)	Financial Aid Form	D.V.R. Counselor
B.I.A. (Bureau of Indian Affairs)	Financial Aid Form	Tribal Office
J.T.P.A. (Job Training Partnership Act)	Unknown at this time	
V.A. (Veterans Administration)		V.A. Office at school of your choice
Scholarships	To Be Determined	Financial Aid Office
Loans (G.S.L.) (Guaranteed Student Loan)	Financial Aid Form (optional)	Lender
National Direct Student Loan	Financial Aid Form	Financial Aid Office
Tuition Reimbursement	See employer	
Military 1. Active Service 2. Reserves 3. Guards	See local recruiter	

Reprinted with permission from Fox Valley Technical College, Appleton, Wisconsin.

Competency 6 .0
Overview

The rigid, sex-stereotyped roles traditionally expected of men and women are becoming less compatible with economic and social reality. Educators who encourage all students to develop their talents and skills to their greatest potential not only help ensure a skilled and diverse workforce, but also help strengthen families by minimizing economic strain. Educators, therefore, work in their students' best interests when they seek to promote equity within their own institutions, which as a result, spreads to occupational environments.

This competency outlines the realities of women's involvement in the labor force, introduces participants to the wide range of nontraditional employment opportunities available, and asks them to examine gender equity issues relevant to career choice. Participants completing Competency 6.0: Understanding the Continuing Changes in Male/Female Roles will be able to:

6.01: Describe recent changes in gender norms and attitudes.
6.02: Describe trends in the gender composition of the labor force and assess implications for one's own career plans.
6.03: Identify disadvantages of stereotyping occupations.
6.04: Demonstrate behaviors, attitudes, and skills that work to eliminate stereotyping in education, family, and occupational environments.
6.05: Identify legalities of the workplace (affirmative action, sexual harassment, etc.).
6.06: Explore nontraditional careers.

Many people assume that over the past 20 to 30 years women have made great strides in entering male-dominated professions and jobs. The truth is, however, that women as a group still earn only about two-thirds of what men earn, even when experience and educational preparation are held constant. This tradition contributes to the growing significance of the problem of poor women, that is, the "feminization of poverty." Women who are single heads of households are likely to be poor. They head about 50 percent of all families below the poverty threshold. Approximately 75 percent of all families headed by women of color are living in poverty.

In addition, most traditional women's jobs require substantially more formal education than do the craft, trade, operative, technical, and transportation jobs open to men. Training for these occupations can generally be accomplished on the job at a decent wage, while women are expected to arrive at their traditional jobs fully trained at their own expense on the first day of work.

Knowing the sources of gender biases, the "norms" they try to promote, and the limitations they place on women and men will enable individuals to be more objective and careful about the extent to which they allow their lives to be governed by traditional views.

Based on materials from:

Bayne, G.K., and Gerber, R.A. (1991). Final Report: Nontraditional Education Component in Single Parent/Homemaker Programs in the Commonwealth of Kentucky. Louisville, Kentucky: University of Louisville.

Nash, M.A., and Dougherty, B. (1991). Changing Roles of Men and Women: Educating for Equity in the Workplace. Madison, Wisconsin: The Vocational Studies Center, University of Wisconsin.

Women's Bureau, U.S. Department of Labor (1984). Women in Nontraditional Careers: Curriculum Guide. Washington, D.C.: Author. (For sale by the Superintendent of Documents, U.S. Government Printing Office.)

Competency 6.0

Understanding the continuing changes in male/female roles.

Indicator 6.01

Describe recent changes in gender norms and attitudes.

Indicator 6.01: Students will be able to describe recent changes in gender norms and attitudes.

Time: One hour

Content	Instructional Strategies	Instructional Resources
Reasons for promoting nontraditional career options	Handout	•Why Sex Equity? Why Promote Nontraditional Options? .
Changing roles of men and women in the labor force	Instructor Resource	The Changing Roles of Men and Women: Implications for Vocational Education
Traditional and nontraditional job opportunities for women and men	Brainstorm traditional and nontraditional roles and jobs held by women and men on flipchart. Post flipchart.	Flipchart
Nontraditional career opportunities for women	Handout, discussion Workbook	Some Nontraditional Job Opportunities for Women **WCIS Materials:** Going to work, p. 86.

Why Sex Equity?
Why Promote Nontraditional Options?

Strengthen Families by minimizing economic strain, training people for flexibility, increasing father's interaction with children, and increasing the value, respect, and dignity in the work of the family.

Reduce Poverty and Increase Tax Revenues as people obtain higher paying jobs and the cycles of unemployment, underemployment, and welfare are broken.

Increase Worker Productivity by a better matching of individuals with jobs, by minimizing tense work environments, by increasing new and innovative solutions to work related problems, and increasing job satisfaction.

Meet the Needs of Employers for skilled workers in certain industry and certain job categories where shortages are expected.

Help Employers fill affirmative action requirements.

Reduce the Effects of Declining Enrollments by recruiting new women students and by increasing dual enrollments.

Improve Vocational Education's Curriculum for all students by questioning assumptions and traditional teaching methods and by updating those where necessary.

Improve Vocational Education's Ability to meet new and emerging occupational training demands and to assist displaced workers.

Improve Vocational Education's Image through new and increased publicity and by actualizing a commitment to serve all students.

Attract New Industry by ensuring a skilled and diverse workforce.

Reprinted by permission of Barb Bitters, Wisconsin Department of Public Instruction, Madison, Wisconsin.

The Changing Roles of Men and Women: Implications for Vocational Education

Society is changing so rapidly that some of our most sacred of traditions are less and less helpful as we face today's challenges and look forward to tomorrow's opportunities.

The rigid roles we have expected of men and women, for example, are becoming less compatible with the economic and social realities of the 1980's and 1990's. They limit people's ability to reach their full potential, and the nation's ability to tap the best talent available. The basis for sex role expectations in the work place is crumbling under the impact of new technologies and job requirements.

Roles within the family are also changing. For example, women accounted for 60% of the increase in the civilian labor force in the last decade. Today only 4% of all American families consist of a husband-breadwinner, wife-homemaker and two children. In 1985, nearly half of all mothers with preschool children were in the labor force. In 1985, the number of husband-wife families with males as the breadwinner decreased, and the number with female breadwinners increased. Since 1981, wives earned more than their husbands in 16% of dual earner couples. Fifty-five percent of these secondary earner husbands worked part time by choice. By 1990's, 86% of parents with children of any age will both be in the work force.

Perhaps one of the most startling projections is this: a married woman can expect to spend 34 years in the labor force; if not married, she can expect to spend 41 years. She can expect to spend 2/3 of her adult life without children in the home and 1/4 to 2/3 of her adult life without a husband.

The only tradition which seems to persist is the discrepancy in pay between males and females in nearly every occupational area, even when experience and educational preparation are held constant. This tradition contributes to the growing significance of the problem of poor women, i.e., the "feminization of poverty." Women who are single heads of households are more likely to be poor. They headed approximately 50% of all families below the poverty threshold. Approximately 75% of all families headed by women of color are living in poverty.

In summary, sex role stereotyping and gender bias lead to gross underutilization of talented men and women in occupational training programs, in the paid labor force and in the family. Gender equity, on the other hand, supports growth and opportunity for all people.

Reprinted from *Changing Roles of Men and Women*, 1990, with permission from the Vocational Studies Center, School of Education, University of Wisconsin-Madison

The Changing Roles of Men and Women...

Page 2

Our greatest challenge as vocational educators is to tap and develop the talents and skills of *all* students to meet future individual, business, and societal needs. We need to attract and keep good students of both sexes. What better way to meet this challenge than to create an institutional environment which helps students to free themselves of sex role expectations and then to provide students with effective support for the choices they make. What better way to meet this challenge than to develop individual and institutional practices which promote equal opportunities, build partnership skills and enhance people's ability to work together productively. What better way to meet this challenge than by building into course content the resource material and experiences which prepare students for the technological, cultural and social changes in the work place.

Some Nontraditional Job Opportunities For Women

Professional

Engineering
Law
Medicine
Science
Mathematics
Geology
Environmental Science
Architecture
Landscape Design
Forestry
Geography
Anthropology
Foreign Science
Journalism
Psychology
Educational
  Research/Administration
Accounting
Protective Services (Fire/Police)

Marketing

Commission Sales
Graphics
Advertising
Freight Forwarding
Shipping (Domestic/International)
Transportation (Airlines/Trucking)

Technical

Airplane Pilot
Air Traffic Controller
Computer Technician
Computer Programmer
Electronics
Radio/T.V.
Drafting
Chemical Technician
Medical Technician
Surveyor
Photographer
Engineering Technician
Mathematical

Skilled Crafts/Trades

Telephone Repairer
Office Equipment Repairer
Small Appliance Repairer
Tool and Die Maker
Construction
Plumbing
Electrical
Auto Mechanics
Diesel Machines
Masonry
Carpet Layer

Apprenticeships

Drywall Finisher
Lather
Carpenter
Electrician
Metal Fabricator
Millwright
Plumber/Pipefitter
Bricklayer
Cement Mason
Glazier
Plasterer
Iron Worker
Painter
Heavy Equipment Operator
Tilesetter
Air-Conditioning Mechanic
Meatcutter
Printer
Boiler Maker
Carpet Layer
Welder

Training Programs

Auto Mechanic
Diesel Mechanic
T.V. and Radio Repairer
Auto Body Repairer
Electronics
Machinist
Replacement Parts Management
Welding
Drafting Technician
Surveying
Mechanical Engineering
  Technician
Forestry Technician
Chemical Technician

Other Jobs

Sales: Commission
  Auto
  Insurance
  Furniture
  Appliance
Laboratory Technician
Dental Lab Technician
Driving:
  Local
  Long-Haul
  City Bus
  Taxi
  Ambulance
  Commercial Driver
  Furniture Mover
  Heavy Equipment
  Greenskeeper
Fire Fighter
Fire Watcher
Tree Planter
Park Aide
Meter Reader
Utility/Telephone Installer
Sewage Treatment Operator
Water Treatment Operator
Chemical Plant Operator
Gas Station Attendant
Tire Changer
Parts Runner
Shipping and Receiving Clerk
Mail Deliverer
Office Equipment Repairer
Appliance Repairer
Laborer, Road
Laborer, Construction
Production/Mill Worker
Flag Person
Security Guard
Warehouse Worker
Lumber Yard Attendant
Roofer
Cabinet Maker
Upholsterer
Store Detective
Custodian

Reprinted from *Women in Nontraditional Careers (WINC): Curriculum Guide,* 1984, U.S. Department of Labor, Office of the Secretary, Women's Bureau.

Competency 6.0

Understanding the continuing changes in male/female roles.

Indicator 6.02

Describe trends in the gender composition of the labor force and assess implications for one's own career plans.

Indicator 6.02: Students will be able to describe trends in the gender composition of the labor force and assess implications for one's own career plans.

Time: Two hours

Content	Instructional Strategies	Instructional Resources
What do you know about women workers?	Activities	• Survey of Women's Attitudes About Careers • U.S.A. Work Force Information Quiz • WINC "Getting the Facts" Quiz • Women and Work: The Economics
Facts on working women	Handout Instructor Resource	• Twelve Facts About Working Women • 20 Facts on Women Workers
Trends in the composition of women in the labor force	Instructor Resource	Bureau of Labor Statistics: Employment of Women in Nontraditional Jobs
Trends on women in "tech" fields	Instructor Resource	Good News: "Tech" Labor Shortage Offers Job Bonanza for Women
Advantages and barriers confronting women in nontraditional occupations	Instructor Resource	Why Should a Woman Consider Nontraditional Careers?

Page 2 of Indicator 6.02: Students will be able to describe trends in the gender composition of the labor force and assess implications for one's own career plans.

Content	Instructional Strategies	Instructional Resources
Advantages of NTO	Handout	Advantages of Nontraditional Jobs
Some barriers confronting women in nontraditional careers	Handouts, discussion	• Women and Nontraditional Work: Barriers • Think About Physical Requirements
Trends of women in nontraditional work	Instructor Resource Lecture, discussion Overhead transparencies	• Women and Nontraditional Work
Trends of women in the labor force	Instructor Resources	• Women, Work and Age: Wages and Benefits • Women, Work and Age: Age Discrimination
Detailed facts on trends in the gender and sex composition of the labor force	Instructor Resource	Employed Civilians by Detailed Occupation, Sex, Race, and Hispanic Origin
	Workbook	Where the Women are, the Money Isn't," Challenges, p. 189.

Page 3 of Indicator 6.02: Students will be able to describe trends in the gender composition of the labor force and assess implications for one's own career plans.

Content	Instructional Strategies	Instructional Resources
	Workbook	**Vocational Studies Center Resources:** Printed Materials: • Women in Nontraditional Occupations Resource Manual. • NTO Career Decision-Making Guide.

Survey of Women's Attitudes About Careers

This survey provides you with an opportunity to express your opinions about the obstacles that would be (or are) encountered by women who choose to seek jobs in fields usually dominated by men. The results of the survey will help us assist women to establish careers in the field of their choice,whether it be one usually dominated by women or men.

On the following pages you will find a series of statements that may or may not keep women from seeking a job in an area that is usually dominated by men. You are asked to express your feelings about how much or how little you agree with each statement.

There are no right or wrong answers, so do not hesitate to respond to each statement exactly the way you feel.

Directions for Marking Your Responses:

A. In making your responses circle 1, 2, 3, 4, or 5 as below:

1 **SA** **Strongly Agree**--if the statement describes an obstacle that would have considerable impact on women's career development.

2 **A** **Agree**--if the statement describes an obstacle that would have moderate impact on women's careers development.

3 **U** **Undecided**--if you are not sure whether or not the statement describes an obstacle that would have an impact on career development.

4 **D** **Disagree**--if the statement does not describe an obstacle that would have considerable impact on career development.

5 **SD** **Strongly Disagree**--if the statement describes an obstacle that would have little, if any, impact on career development.

B. When selecting your responses, consider the response words as if they were points on the same straight line.

SA	A	U	D	SD
1	2	3	4	5

C. Below are sample statements with responses shown.

	SA	A	U	D	SD
People have trouble getting into business.	1	2	3	4	5
Career fields are hard to get into.	1	2	3	4	5

D. Please do not omit any items.

Reprinted with permission from Dr. Hollie Thomas, Department of Leadership, Florida State University.

	SA	A	U	D	SD
A. A woman may decide *not* to enter careers that are usually held by men because:					
1. She wasn't told she could	1	2	3	4	5
2. She doesn't want any hassle on the job	1	2	3	4	5
3. She doesn't want to compete	1	2	3	4	5
4. She doesn't see herself as a professional	1	2	3	4	5
5. She doesn't feel that she is as competent as men in the field	1	2	3	4	5
6. She would offend men by being successful	1	2	3	4	5
7. She feels that women have to be better (work harder, et cetera) than men to be successful in the same job	1	2	3	4	5
B. Information about careers usually held by men:					
1. May never be sought by women	1	2	3	4	5
2. May never be reviewed seriously by a woman	1	2	3	4	5
3. May take extra effort to obtain as compared to information concerning occupations typically held by females	1	2	3	4	5
4. May not be available in the form of a female role model	1	2	3	4	5
C. If a woman seeks information about nontraditional occupations (those usually held by men) she may find that:					
1. She has difficulty overcoming negative feedback from the sources of occupational information	1	2	3	4	5
2. She has difficulty getting people to talk to her about these occupations	1	2	3	4	5

		SA	A	U	D	SD
3.	She has difficulty getting information about openings in these occupations	1	2	3	4	5
4.	She may have difficulty overcoming the pressure to look at the information about jobs that are traditionally female	1	2	3	4	5
5.	She may have difficulty knowing where to start looking for information needed	1	2	3	4	5
D.	A woman who attempts to get training in a male-dominated field is likely to feel that persons offering the training programs:					
1.	Are not interested in her	1	2	3	4	5
2.	Think that she would not be able to do the work	1	2	3	4	5
3.	Think of her as a female, rather than someone seriously interested in pursuing a career	1	2	3	4	5
4.	Have the perception that women won't stay with the training	1	2	3	4	5
5.	Would recruit her into female-dominated occupational training	1	2	3	4	5
6.	Do not think she could get a job in the occupation for which they offered training	1	2	3	4	5
7.	Think that the occupation for which they offer training "just isn't for women"	1	2	3	4	5
8.	Think that even if you can train her, she won't be physically strong enough for the job	1	2	3	4	5
9.	Think she won't like the working conditions	1	2	3	4	5
10.	Think she won't fit in with those already in the profession	1	2	3	4	5

		SA	A	U	D	SD
E.	A woman who makes plans to enter a career usually sought only by men is likely to feel that her friends think that:					
1.	"Ladies" shouldn't seek that kind of career	1	2	3	4	5
2.	She won't be satisfied with the job	1	2	3	4	5
3.	She should seek a job in an area where more women are employed	1	2	3	4	5
F.	A woman may be reluctant to seek training for a career usually held by men because:					
1.	She feels that men are more competent than women in some areas such as math and science	1	2	3	4	5
2.	She doubts her ability to do the job even if she finishes the training	1	2	3	4	5
3.	She feel that women have less mechanical ability than men	1	2	3	4	5
4.	She feels that the "pay off" of training is quicker for traditional jobs	1	2	3	4	5
5.	She is unable or not willing to forgo income during training or graduate school for nontraditional education	1	2	3	4	5
6.	She has a low-paying job which doesn't allow her to save enough to pay for additional training	1	2	3	4	5
7.	She doesn't know how to get financial aid for this training	1	2	3	4	5
8.	She feels that any money available to pay for training for these jobs should go to her husband or other male members of the household	1	2	3	4	5

		SA	A	U	D	SD
	9. She couldn't be away from her family for training programs that are offered in the evening	1	2	3	4	5
G.	Women who hold jobs in traditional female fields find it difficult to leave their jobs to acquire jobs traditionally held by men because:					
	1. They like their present job	1	2	3	4	5
	2. They don't want to give up their job security	1	2	3	4	5
	3. They know they can be successful in the job they hold	1	2	3	4	5
	4. They want to stay where they are safe and secure	1	2	3	4	5
	5. They feel that the experience they had in a "female" job won't count for experience in a "male" job	1	2	3	4	5
H.	Women have traditionally remained in certain jobs and professions because they believe that:					
	1. A woman should be supportive of her husband's career	1	2	3	4	5
	2. Husbands object if wives make a higher salary than they do	1	2	3	4	5
	3. A woman has a different set of values than a man	1	2	3	4	5
I.	A woman may have difficulty getting qualified and staying qualified for jobs traditionally held by men because:					
	1. She finds it necessary to leave the training program to follow her husband or family	1	2	3	4	5

		SA	A	U	D	SD
2.	She feels it would be difficult to get admitted to the training or educational program, so she never tries	1	2	3	4	5
3.	She feels that she can't leave her family to go to a training program in another state	1	2	3	4	5
4.	She feels that she can't go out of town for training sessions or conferences	1	2	3	4	5
5.	She doesn't feel it is worth the hassle to get the required training	1	2	3	4	5
6.	She enrolls in a school curriculum that doesn't prepare her for a job	1	2	3	4	5
7.	She doesn't have time to get training for these kinds of jobs	1	2	3	4	5
8.	She finds it easier to get into and/or re-enter jobs traditionally held by women	1	2	3	4	5
9.	She got a scholarship in another field and cannot afford to give it up in order to pursue a male-dominated field	1	2	3	4	5
J.	A woman may feel that if she is successful in an occupation typically held only by men, that:					
1.	Men feel uncomfortable with women in responsible positions	1	2	3	4	5
2.	She will not be as respected as a man with similar success	1	2	3	4	5
3.	Men would feel they have to protect her from "unpleasant" experiences	1	2	3	4	5
K.	An employed woman may not be willing to risk seeking a job usually held by men because:					
1.	She feels she would risk her present occupation if she looked for another job	1	2	3	4	5

			SA	A	U	D	SD
	2.	She feels she wouldn't be paid as much as the men	1	2	3	4	5
	3.	She feels an immediate obligation to help her family financially	1	2	3	4	5
L.	College education for a woman:						
	1.	Isn't worth as much as it is for a man	1	2	3	4	5
	2.	Makes it harder to get a job than if she hadn't gone to college	1	2	3	4	5
	3.	I usually just an insurance policy in case she has to work	1	2	3	4	5
M.	A woman may be reluctant to pursue a career in a field dominated by men because:						
	1.	She is afraid of being rejected by male co-corkers	1	2	3	4	5
	2	She feels there is a low probability of a woman being successful in the field	1	2	3	4	5
	3.	She feels that men in the occupation would insist that she play the woman's role	1	2	3	4	5
	4.	She is reluctant to apply or interview for jobs usually held by men	1	2	3	4	5
	5.	These careers wouldn't give her time to be a mother	1	2	3	4	5
	6.	She doesn't have the experience or training	1	2	3	4	5
	7.	She doesn't feel she would be lucky enough to get it	1	2	3	4	5
	8.	She doesn't feel she would get the job--so why try	1	2	3	4	5

	SA	A	U	D	SD
N. Women may have difficulty getting jobs usually held by men because:					
1. Women can't pick up and move to a job as easily as a man	1	2	3	4	5
2. They think that women aren't hired for management positions	1	2	3	4	5
3. They don't plan for a lifetime career	1	2	3	4	5
4. They don't want to leave their hometown	1	2	3	4	5
O. Women do not seek the same careers as men because:	1	2	3	4	5
1. They lack self-confidence	1	2	3	4	5
2. A woman should be wife and mother first	1	2	3	4	5
P. A woman who obtains a job in an area dominated by men may find it difficult to cope with:					
1. Being "talked down" to by men who are less competent	1	2	3	4	5
2. The men's thinking she won't be able to do an effective job	1	2	3	4	5
3. The resentment from the wives of the men with whom she works	1	2	3	4	5
4. The feeling that no matter how well she does her job she will not be promoted	1	2	3	4	5
5. The negative attitude of men that she's taking the place of a male who should be in the job	1	2	3	4	5
6. Getting less regard than men for doing the job well	1	2	3	4	5
7. Men's attitude of superiority	1	2	3	4	5

		SA	A	U	D	SD
8.	The dangers that exist in some jobs	1	2	3	4	5
9.	The feeling that men are better than women at technical things	1	2	3	4	5
10.	The conflict with religious teachings that stress the role of a woman as that of a wife and mother	1	2	3	4	5
Q.	A woman who works in jobs usually held by men:					
1.	Must earn respect rather than have it conferred on them as men do	1	2	3	4	5
2.	Has difficulty supervising other women	1	2	3	4	5
3.	Has to put up with other women who are jealous of her success	1	2	3	4	5
4.	Gets criticism that relates to being female rather than job performance	1	2	3	4	5
5.	Has to stand up for her rights in order to get promotions she deserves	1	2	3	4	5
6.	Has a boss that is male	1	2	3	4	5
R.	A woman is likely to choose to enter a "female" career (those usually dominated by women) because:					
1.	Others tell her to	1	2	3	4	5
2.	Her friends chose it, too	1	2	3	4	5
3.	Books, TV and magazines all portray women in stereotyped roles	1	2	3	4	5
4.	She knows of women who are unhappy in other careers	1	2	3	4	5
5.	Persons employed in the career will be supportive of her	1	2	3	4	5

		SA	A	U	D	SD
6.	She has not been told to pursue other alternatives	1	2	3	4	5
7.	She is not aware of her own potential	1	2	3	4	5
S.	A woman's family may affect her career decision by:					
1.	Expecting her to have babies	1	2	3	4	5
2.	Expecting her to marry well	1	2	3	4	5
3.	Expecting her to please them rather than choose her own career	1	2	3	4	5
4.	Putting pressure on her to do well in a "proper" career field	1	2	3	4	5
5.	Making all of her decisions for her	1	2	3	4	5
6.	Teaching her where a woman's place is in society	1	2	3	4	5
7.	Expecting her to work immediately to help support the family	1	2	3	4	5
8.	Protecting her	1	2	3	4	5
9.	Teaching her that women are solely responsible for raising the family and taking care of the household operation	1	2	3	4	5
10.	Insisting that a woman can't be a good wife and have a career	1	2	3	4	5
11.	Allowing her to depend on them for financial support	1	2	3	4	5
T.	A woman may not go into a nontraditional or previously male-dominated career because:					
1.	Her family feels that academics are for men; easier studies are for women	1	2	3	4	5

		SA	A	U	D	SD
2.	Her parents felt the boy in the family should have priority for career training	1	2	3	4	5
3.	Her family gave little or no positive feedback regarding her career plans	1	2	3	4	5
4.	Her main desire is to please her parents	1	2	3	4	5
5.	Her family wanted her to do what was safe and secure	1	2	3	4	5
6.	There are no career-oriented, professional role models in her immediate family	1	2	3	4	5
7.	Her parents want her to get married, take care of her husband, and provide grandchildren as soon as possible	1	2	3	4	5
8.	Her reluctance to leave home or be completely independent	1	2	3	4	5
9.	Her feeling that her job was only temporary until her marriage	1	2	3	4	5
10.	Her working mostly with men in a profession causes problems at home for her	1	2	3	4	5
11.	Her inability to be a mother, housekeeper, and career woman all at the same time	1	2	3	4	5

U.S.A. Work Force Information Quiz

1. A woman working full time year round in 1955 earned an average of 64 cents to every dollar earned by a man working full time year round. In 1988 women earned about _____ to every dollar earned by man.

   a. 59 cents
   b. 65 cents
   c. 79 cents
   d. 88 cents

2. Women who maintain families alone had median incomes of _____ in 1986 compared to $24,962 for men who maintain families without a spouse present.

   a. $10,340
   b. $13,647
   c. $17,216
   d. $22,856

3. 11.9% of employed women hold a minimum wage job as compared to ______of employed men.

   a. 5.9%
   b. 7.1%
   c. 9.6%
   d. 11.5%

4. _____ of employed women either support themselves, their children or contribute in an essential way to their family income.

   a. 18%
   b. 39%
   c. 65%
   d. 80%

5. _____ more families would be below the poverty level if both parents did not work.

   a. 5%
   b. 15%
   c. 25%
   d. 35%

Reprinted from *Curriculum Manual for Career Planning* with permission of Fox Valley Technical College, Appleton, Wisconsin.

U.S.A. Work Force Information Quiz

Page 2

6. In the five county FVTC District, in the last census, 8.4% of our children lived below the poverty level and _____ of our children under 18 years of age lived in a single parent household.

   a. 2.9%
   b. 6.0%
   c. 10.5%
   d. 14.1%

7. _____ out of 10 heads of single parent households are women.

   a. 3
   b. 5
   c. 7
   d. 9

8. In 1988 _____ of all children under age 18 had working mothers.

   a. 40%
   b. 51%
   c. 60%
   d. 69%

9. In 1987 ______of mothers with children under the age of one were in the workforce.

   a. 8%
   b. 18%
   c. 35%
   d. 51%

10. In a survey of girls ages 13 to 17, _____ did not expect to work outside the home if they had children.

    a. 49%
    b. 68%
    c. 81%
    d. 98%

U.S.A. Work Force Information Quiz
Page 3

11. In 1987 women represented _____ of all administrative support (include clerical) workers.

    a. 61%
    b. 72%
    c. 80%
    d. 90%

12. In 1987 men represented _____ of all precision, production, craft, and repair workers.

    a. 64%
    b. 79%
    c. 91%
    d. 98%

13. In 1987 women represented ______of all retail and personal services sales workers.

    a. 38%
    b. 54%
    c. 69%
    d. 75%

14. In 1987 men represented _____ of all executives, manager and administrators.

    a. 40%
    b. 51%
    c. 62%
    d. 70%

15. _____ of young women invocational educational programs are preparing for jobs traditionally held by women.

    a. 41%
    b. 54%
    c. 62%
    d. 75%

Source: U.S. Department of Labor, Bureau of Labor Statistics; and the National Commission on Working Women of Wider Opportunities for Women, Washington, D.C.

U.S.A. Work Force Information Quiz

Answers

1. b. 65 cents	2. b. $13,647	3. a. 5.9%	4. c. 65%	5. d. 35%
6. c. 10.5%	7. d. 9	8. c. 60%	9. d. 51%	10. c. 81%
11. c. 80%	12. c. 91%	13. c. 69%	14. c. 62%	15. d. 75%

U.S.A. Work Force Information

1. How does the information in the USA Work Force Information Quiz affect women?

   Women interested in occupations traditionally held by men usually can expect higher salary than in those occupations traditionally held by women.

   Since the majority of women, including mothers, work outside the home because of economic need, why not choose an occupation based on one's interests, skills, and abilities rather than on stereotypic expectations?

   The high incidence of single parent births and the high divorce rate resulting in increasing numbers of women being single parents, coupled with the fact that women, overall, have less earning power, are the reasons why 61 percent of Americans living in poverty are women.

2. How does the information affect men?

   Men interested in occupations traditionally held by women, usually can expect to earn a lower salary than in those occupations traditionally held by men.

   Since the majority of women, including mothers, work outside the home, most men who are married will have wives and possibly daughters who are victims of occupational discrimination.

   The high divorce rate coupled with low income for women, results in higher child support payments for divorced men who are fathers without custody of their children.

3. Can you think of other ways this information affects you and/or your family?

Reprinted from *Curriculum Manual for Career Planning* with permission of Fox Valley Technical College, Appleton, Wisconsin.

WINC "Getting the Facts" Quiz

Directions: Answer the following questions as well as you can.

1. Out of every 10 women in this country, how many can expect to work during their lifetime?
2. What is the main reason most women cite for working?
3. What are the average weekly earnings of a registered nurse?
4. What are the average weekly earnings of a secretary?
5. What are the average weekly earnings of a carpenter?
6. What are the average weekly earnings of an engineer?
7. How many years can the average woman expect to work in her lifetime?
8. How many years can the average man expect to work in his lifetime?
9. What percent of secretarial jobs are held by men?
10. What percent of apprenticeships are held by women?
11. What percent of doctors in this country are women?
12. What percent of nurses in this country are men?
13. How much education must a woman have to equal the median income of a man with an eighth grade education?
14. Between 1978 and 1990, jobs for college and university teachers are predicted to decrease by what percent?
15. Between 1978 and 1990, jobs in the computer fields are predicted to increase by what percent?
16. Between 1978 and 1990, jobs in engineering are predicted to increase by what percent?
17. What percent of full-time female workers earn $15,000 a year or more?

Reprinted from *Women in Nontraditional Careers (WINC): Curriculum Guide*, 1984, U.S. Department of Labor, Office of the Secretary, Women's Bureau.

WINC "Getting the Facts" Quiz

Page 2

18. What percent of women with children under age 18 are in the workforce?

19. Approximately what percent of women in this country live in poverty?

20. What university fields of study do not require good background in high school math and science?

WINC "Getting the Facts" Quiz--

Answers

1. 9
2. economic necessity
3. $332
4. $230
5. $325
6. $540
7. 34
8. 41
9. 1 percent
10. 6 percent
11. 14 percent
12. 4 percent
13. 4 years of college
14. 10 percent
15. 94 percent
16. 43 percent
17. 33 percent of women compared with 69 percent of men
18. 59 percent
19. 62 percent
20. In today's technical/computerized society, almost all fields require some math and science.

Reprinted from *Women in Nontraditional Careers (WINC): Curriculum Guide*, 1984, U.S. Department of Labor, Office of the Secretary, Women's Bureau.

WINC "Getting the Facts" Quiz--Sources

American Women: Three Decades of Change. U.S. Department of Commerce, Bureau of the Census, 1983.

Economic Responsibilities of Working Women. U.S. Department of Labor, Office of the Secretary, Women's Bureau, November, 1982.

EQUALS--Startling Statements. Berkeley, California: Lawrence Hall of Science, University of California, October, 1979.

Jonegeward, Dorothy and Scott, Dru. Women as Winners. Reading, Massachusetts: Addison-Wesley Publishing Co., 1977.

"Length of Working Life for Men and Women," Monthly Labor Review. U.S. Department of Labor, Bureau of Labor Statistics, February, 1976.

NBC's Today Show--Employment Trend Forecasts, December 1979.

Stechert, Kathryn B., "The Best Jobs for Women in the 80's," Women's Day, January 15, 1980.

The Female-Male Earnings Gap: A Review of Employment and Earnings Issues. U.S. Department of Labor, Bureau of Labor Statistics, Report 673, September, 1982.

U.S. Department of Labor, Bureau of Labor Statistics, Monthly Labor Review, August, 1981.

1981 Weekly Earnings of Women and Men. U.S. Department of Labor, Bureau of Labor Statistics, Press Release, USDL: 82-86, March 7, 1982.

20 Facts on Women Workers. U.S. Department of Labor, Women's Bureau, 1982.

Reprinted from *Women in Nontraditional Careers (WINC): Curriculum Guide,* 1984, U.S. Department of Labor, Office of the Secretary, Women's Bureau.

Women and Work: The Economics

Directions: Test your own knowledge, then use with others as a basis for discussion.

1. Of all women between the ages of 16 and 64, _____ % are in the labor force.
   a. 37% b. 73% c. 53% d. 64%

2. One out of every _____ women working, with children under the age of 18, are responsible for maintaining the family.
   a. 6 b. 3 c. 8 d. 12

3. Women comprise _____ % of all minimum wage earners ($3.35/hour).
   a. 50% b. 47% c. 64% d. 70%

4. Of all women employed, _____ % are in clerical, service, or sales positions.
   a. 77.1% b. 62.7% c. 58% d. 68.9%

5. Families maintained by women have median incomes of $ _____ as compared to $23,325 for families maintained by men.
   a. 18,253 b. 15,080 c. 12,803 d. 8,256

6. Of all female-headed households, _____ % live below the poverty level.
   a. 29% b. 48% c. 50% d. 38.4%

7. A young woman in high school today can expect to spend _____ years in the paid work force.
   a. 19 b. 12 c. 28 d. 34

8. Of all working women, 77% are in nonprofessional occupations. Of these women, _____ % work in a female-dominated job.
   a. 80% b. 67% c. 73% d. 59%

9. Women in nontraditional occupations (those in which 75% or more of the workers are men) comprise _____ % of all women workers.
   a. 12.9% b. 17% c. 11% d. 20%

10. With five years experience, a secretary earns on average, $346 per week. An air conditioning and refrigerator repair person earns _____ per week.
    a. $390 b. $420 c. $504 d. $619

Answers: 1-d, 2-b, 3-d, 4-a, 5-b, 6-d, 7-d, 8-a, 9-c, 10-d.

Reprinted from VOICE June 1988, with permission of the NYS Occupational Education Equity Center, Latham, New York.

Twelve Facts About Working Women

Fact 1 Eight out of every ten women will get married; however, one in ten will eventually be widowed, and five in ten will be divorced.

Fact 2 Nearly one-fourth of all American Indian households are headed by women, with no husband present. This figure is *twice* the national average.

Fact 3 Women today make, on the average, only 65 cents to every man's dollar, and women over fifty-five years old make only 47 cents to every man's dollar.

Fact 4 Eighty-one percent of the families headed by minority females have children. Indian women fare the worst of these in terms of receiving child support payments.

Fact 5 Eighty percent of all working women are concentrated in only ten of the more than four hundred occupational fields listed by the Department of Labor. These ten fields offer the lowest pay, the lowest status, and the lowest potential for advancement.

Fact 6 Working does not eliminate poverty; indeed, working can be expensive in terms of costs for child care, transportation, clothing, and appropriate supplies or equipment for one's job.

Fact 7 Nontraditional jobs that pay the highest salaries are held primarily by men.

Fact 8 Women between the ages of sixteen and twenty-four have the highest rate of long-term unemployment.

Fact 9 Sixty-eight percent of minority women live in poverty. The worst poverty is found among American Indian women.

Fact 10 Job hunting, even for a good part-time job, often requires a full-time commitment.

Fact 11 Eighty percent of all working women today are *underemployed*; that is, they are working in jobs that neither require nor pay for the use of their full potential.

Fact 12 Nothing is forever. Even once you decide on a career path, it may -- and should -- change as you do, over time.

From *Minority, Gender and Work* by E.M. Almquist. Copyright ©1979 by Lexington Books, an Imprint of Macmillan, Inc. Reprinted by permission of the publisher.

20 Facts on Women Workers

U.S. Department of Labor, Women's Bureau
Fact Sheet No. 90 - 2, 1990

1. 56 million women 16 years of age and over were working or looking for work in 1989. Ten years earlier, about 44 million women were in the civilian labor force. Women accounted for more than three-fifths (62 percent) of the increase in the civilian labor force since 1979 -- 11.8 million women compared with 7.1 million men.

2. In 1989, 69 percent of all women 18 to 64 years of age, or 53.1 million women, were in the civilian labor force compared to 88 percent of all men in this age group. Fifty-seven percent of all women 16 years of age and over were labor force participants. Participation was highest among women 35 to 44 years of age; 76 percent of women in this age group were in the labor force.

3. Most women workers are employed full-time. About 14 million or 26 percent of all women workers held part-time jobs (less than 35 hours a week) in 1989. Eighty-six percent of part-time women workers were employed on a voluntary basis. Just over two-thirds (68 percent) of all part-time workers were women.

4. The average woman worker 16 years of age between 1970-80 could expect to spend 29.3 years of her life in the labor force, compared with 39.1 years for a 16-year-old man. White and black women could expect to spend 29.6 and 27.8 years, respectively, of their lives in the labor force.

5. Women accounted for 45 percent of all persons in the civilian labor force in 1989. Among these, half of all black workers were women; 45 percent of all white workers were women; and 40 percent of all Hispanic origin workers were women.

6. The influx of women into the labor force during the 1970's and early 1980's has resulted in nearly equal labor force participation rates among black women, white women, and women of Hispanic origin. In 1989, 58.7 percent of black women (6.8 million), 57.2 percent of white women (47.4 million), and 53.5 percent of Hispanic origin women (3.7 million) were in the labor force. In 1986, for the first time, 50 percent of working age Hispanic women were in the labor force.

Reprinted from "20 Facts about Women Workers," Fact Sheet No. 90-2, 1990, U.S. Department of Labor, Women's Bureau.

7. Women continue to constitute large proportions of workers in traditionally female occupations. In 1989 women represented 80 percent of all administrative support (including clerical) workers, but only about 9 percent of all precision production, craft, and repair workers. Women were 68 percent of all retail and personal services sales workers but only 40 percent of all executives managers and administrators. There were 18,983 women working as apprentices at the end of 1989, representing 7.2 percent of apprentices.

8. The unemployment rate for all women in the labor force was 5.4 percent in 1989; for women 20 years of age and over, it was 4.7 percent. Despite reduced population, teenagers, especially blacks and Hispanics, experienced very high unemployment rates.

1989 Unemployment Rates

Teenagers (16-19 years)	*Rate*	*Adults (20 years of age and over)*	*Rate*
Black women	33.0	Black women	9.8
Black men	31.9	Black men	10.0
Hispanic women	18.2	Hispanic women	8.0
Hispanic men	20.2	Hispanic men	6.6
White women	11.5	White women	4.0
White men	13.7	White men	3.9

Source: U.S. Department of Labor: Bureau of Labor Statistics, Employment and Earnings, January 1990.

9. Most women work because of economic need. The majority of women in the labor force (58.5 percent) in March 1988 were either single (25 percent), divorced (12 percent), widowed (4 percent), separated (4 percent), or had husbands whose 1987 earnings were less than $15,000 (13.5 percent).

10. Wives in the labor force contribute substantially to family income. In March 1988, 56 percent of married couple families had wives in the paid labor force as compared with 40 percent in March 1972. In 1988 the median income of married couple families with the wife in the paid labor force was $42,709 compared with $27,220 for those without the wife in the paid labor force. Women who maintain families have the lowest median family income ($15,346).

11. The more education a woman has, the greater the likelihood she will seek employment. Among women 25 to 54 years of age with 4 or more years of college in March 1988, 81 percent were in the labor force. Among women of the same age group with less than 4 years of high school, only 51 percent were in the labor force.

12. Median earnings for women who worked year round, full time in 1988 was $17,606. The comparable figure for men was $26,656. White women earned $17,819, black women earned $16,538, and women of Hispanic origin earned $14,845.

1988 Median Earnings: Year Round, Full-Time Workers

All women	$17,606	*All men*	$26,656
White women	17,819	White men	27,228
Black women	16,538	Black men	20,371
Hispanic women	14,845	Hispanic men	17,851

Source: U.S. Department of Commerce: Bureau of the Census, Money Income and Poverty Status of Families and Persons in the United States: 1988 (Advance data from the March 1989 Current Population Survey).

13. The median income of female high school graduates (with no college) working year round, full time in 1988 was somewhat lower than that of fully employed men who had completed less than 8 years of elementary school -- $16,810 and $17,190, respectively. In 1988, women with 4 years of college education had a median income below that of men who had only a high school diploma -- $25,187 and $26,045, respectively.

14. Women are still heavily concentrated in low paying jobs. Thus, the average woman earns 70 cents for every dollar earned by the average man when 1989 median weekly earnings of full-time wage and salary workers are compared. The five most lucrative occupations for women are: lawyers; engineers; mathematical and computer scientists; physicians; and operations and systems researchers and analysts.[1]

15. More women are choosing to be entrepreneurs -- starting their own businesses. The number of women-owned businesses in the United States rose from 2.56 million in 1980 to 4.1 million in 1986. Women's share of all nonfarm sole proprietorships rose from nearly 26 percent in 1980 to 30 percent in 1986.

16. The 33 million women with children under the age of 18 had a labor force participation rate of 65.0 percent in March 1988. Fifty-six percent of 8.9 million mothers with preschoolers (children under age 6) were labor force participants in March 1988.

17. Of the 58 million children under age 18 in the United States in March 1988, nearly 33 million (56.2 percent) had working mothers. About 9.5 million children under age 6 (47.5 percent of 19.8 million) had working mothers.

---

[1] Excludes any occupation where the female base is less than 50,000.

18. In 1988 women represented 62 percent of all persons 16 years old and over with poverty level incomes. The poverty rate of all families maintained by women with no husband present was 33.5 percent; for those families maintained by women with children under age 18, the poverty rate was 44.7 percent. There were 3.6 million families maintained by women (no husband present) that had incomes below the poverty level.

19. Women maintained 53 percent of all poor families in 1988. They maintained 76 percent of poor black families, about 48 percent of poor Hispanic origin families, and 44 percent of poor white families.

20. Women are maintaining an increasing proportion of all families (16.9 percent in 1989). In black families, women maintained 45 percent; in Hispanic origin families, 23 percent; and in white families, 13 percent. Nearly two-fifths (39 percent) of the 14 million increase in family households between 1969 and 1989 was attributable to families maintained by women. In contrast, between 1940 and 1960, families maintained by women accounted for only 8 percent of the increase in the number of families.

Families Maintained by Women, 1989

	Number of Families	*Percent of Families*	*Median Weekly Earnings*
Total[2]	10,997,000	16.9	$347
White	7,425,000	13.3	363
Black	3,254,000	44.6	303
Hispanic	1,095,000	22.8	337

Source: U.S. Department of Labor: Bureau of Labor Statistics, Employment and Earnings, January 1988.

---

[2] Components will not sum to total because data for the "other races" group are not presented separately and Hispanics are included in both the white and black population groups.

Bureau of Labor Statistics: Employment of Women in Nontraditional Jobs

The number of employed women has risen by nearly eight million over the past five years, and their proportion in many occupations has also increased. Much has been written about the progress women have made in entering many professional occupations, such as engineering, medicine, and the law. However, similar progress has not been made in the skilled trades. Women continue to be dramatically underrepresented in these occupations, and their position has changed little over the past five years.

During the first half of 1988, women accounted for 45 percent of all employed worker, but for only nine percent of the skilled precision production, craft, and repair workers and 26 percent of the operators, fabricators, and laborers. Within these broad occupational groups, women remain concentrated in a few "traditionally female" categories, as noted below. These findings are based on data from the Current Population Survey, a monthly household survey conducted by the Bureau of the Census for the Bureau of Labor Statistics.

(Numbers in thousands)

Occupation	First 6 months of—			
	1983	1988		
	Women as percent of total	Total	Women	Women as percent of total
Total, all occupations	43.8	113,634	51,087	45.0
Precision production, craft, and repair	7.7	13,562	1,185	8.7
Mechanics and repairers	3.0	4,504	156	3.5
Construction and extractive occupations	1.8	5,121	106	2.1
Precision production occupations	19.9	3,937	924	23.5
Operators, fabricators, and laborers	27.0	17,450	4,482	25.7
Machine operators, assemblers, and inspectors	42.8	8,005	3,263	40.8
Sewing machine operators	94.4	740	671	90.7
Transportation and material moving occupations	8.1	4,728	435	9.2
Busdrivers	45.7	460	212	46.1
Handlers, cleaners, helpers, and laborers	16.6	4,718	784	16.6
Construction laborers	2.0	726	21	2.9
Hand packers and packagers	63.7	275	171	62.2

Reprinted from VOICE, June, 1988, with permission of the NYS Occupational Education Equity Center, Latham, New York.

Good News: "Tech" Labor Shortage Offers Job Bonanza For Women

About six months ago, on a balmy California day, Joan Manning was watering plants when she sighted a small plane trailing a banner above the horizon. "Hughes Needs Engineers," read the streamer. The recently divorced mother of two young children, Manning, 37 was delighted with the airborne help-wanted ad. Her last job had been with Lockheed as an electronics engineer, a position that had ended when a government contract was not renewed. Hughes's shortage of technical workers provided her with a much-needed opportunity.

Manning, along with thousands of other women, is finding that the current lack of skilled and professional workers in many technical industries is providing an unexpected, lucrative source of nontraditional jobs.

With labor shortages in the computer, machine-tooling, aerospace and other fields, women, for the first time, are being recruited for the most nontraditional of nontraditional jobs.

New Trend Emerges

The number of job openings for skilled and professional labor comes as somewhat of a surprise as unemployment figures continue to run high. Unskilled women and teenagers form a sizable majority of those looking for work. But nationwide employment agencies point out that even minimal skills are now marketable.

Ellen Wernick, education and women's activities specialist with the Human Resources Development Institute of the AFL-CIO, pointed out that, despite shortages of skilled workers, "skilled blue-collar labor is not where it's at. Women need to begin to look into the nontraditional areas of nontraditional labor. Already, areas such as construction work have become clichés for women. Women need to find out about less familiar aspects of the job market.

Technical knowledge will pay off, said a labor spokeswoman: "Women need to dig deeper and find out about less familiar areas of the job market.

Computer, machine-tooling, aerospace and many other industries are hiking pay, offering bonuses and looking far and wide to find trained workers. In a lead story on the shortage of skilled labor, *The Wall Street Journal* printed a warning from some economists that further expansion of the economy amid a scarcity of trained workers could severely aggravate inflation. "Any overall expansion is inflationary because the labor and capital inputs aren't available," said Michael Wachter, a University of Pennsylvania economist.

Reprinted with permission from *Working Woman* Magazine. Copyright ©1979 by Hal Publications. For subscription, call 1-800-234-9675.

Labor scarcities exist in enough job markets "to suggest an economy-wide shortage," Kenneth Goldstein, associate economist at the Conference Board, a New York business-and-research organization, told *The Journal*.

On-Job Training Stressed

With competition for skilled labor so stiff, many companies are increasing their training and education programs - a major bonus for women who lack training or who want to move ahead in highly specialized industries.

Wernick warned against vocational and professional schools: "Unfortunately, they often invest in out-of-date or inappropriate training. They often buy expensive training machines that are no longer being used by the industry, or they train people for jobs that have few openings. There is really very little cooperation between the labor market and most vocational-training facilities."

Now, under the Comprehensive Employment and Training Act (CETA), first instituted in 1973 and reauthorized last year, industry sponsors are providing job-market information. "We're trying to work out a nationwide job bank so we can learn more about which jobs are available and what sort of training they require," Wernick said.

Good News: The Quit Rate's Up

The prime indication of the number of openings now available is what the Bureau of Labor Statistics calls the "quit rate," the rate at which employees are leaving their jobs for what are presumed to be better jobs. In 1978, the rate was up 11 percent over the 1977 rate, with a sizable proportion in skilled labor.

In the next decade, technical jobs will be the second biggest segment of job growth after health occupations -- and they may offer important alternatives for women college graduates in the 1980s whose degrees will be less in demand.

What are the best new job prospects for women? Arnold Packer, assistant secretary of labor for policy evaluation and research, who deals in long-range economic forecasts, said, "Certain fields -- mainly computers, the medial field and engineering, particularly chemical engineering -- show excellent signs for women in the future. The machine-tooling industry also looks promising.

Jobs in the technical area will provide important alternatives for college graduates in the 1980s, when college degrees will be less in demand. Elizabeth Waldman, senior economist specializing in data on working women for the Bureau of Labor Statistics, said, "Technical jobs will be the second biggest segment of job growth after health occupations in the next decade. We'll need lots of engineering and science technicians. We'll need TV and radio technicians because of the growth in the home-entertainment business. In fact, the home-entertainment boom looks as if it will provide lots of jobs, all the way from broadcasters to repair people for home electronic equipment."

Who Needs Women?
Boeing, General Dynamics . . .

A nationwide sampling of technical industries indicated that the recruiting, hiring and training of women on any large scale is only just beginning. "Our industry currently employs a total of about 90,000 people," said Leslie Johnson, training coordinator for the national headquarters of the National Tool Builders Association. "These people are employed by the 350 member companies of our association - companies that could hire perhaps another 10,000 or so workers. There is definitely a critical shortage of skilled people. Most of our companies are currently recruiting and hiring women."

"Our primary concern right now is finding structural engineers," said Harold Carr, public relations manager for Boeing Commercial Airplane Co., Seattle. "We also need skilled machinists and die- and toolmakers. I think it would be great if more women got into machine work. It's a highly skilled field and there is always a shortage of people. And the future looks good."

"Recently, we have been conducting an aggressive recruiting campaign for all kinds of people in engineering," said a spokesman for the Convair Division of General Dynamics Corporation, San Diego. "Jobs are available for the whole gamut of engineering-mechanical and design engineers for example. Jobs are there for women throughout a broad base of the engineering discipline."

"Engineering, computer sciences, software development -- all have good opportunities for women," said John Kane, an officer of Hewlett-Packard, Palo Alto, California. "Lots of schools are starting to offer what they call 'computer science' degrees that cover a whole range of jobs. These degrees are particularly useful in helping women get jobs."

Why Should a Woman Consider Nontraditional Careers?

1. Higher salaries

    a. Nationwide averages (current) show that women's salaries compare to men's: $.61 to $1.00.

    b. Careers that have been traditionally "male" tend to have higher salaries.

2. Job satisfaction/interest

    a. Nontraditional careers may be most interesting and rewarding for some.

    b. Recent studies show that the greatest job-related stress is experienced by women who are in lowest paid, most dead-end jobs, not by men in high-pressure jobs.

3. Opportunities to use abilities and talent.

Barriers: What's to Prevent Her Stepping Out?

Although legislation has cleared the way for women to enter the labor force and to receive equal wages and benefits for equal work, a number of barriers still separate them from vocational equality. Here is an outline of those barriers.

I. Women's "Internal Barriers"

    A. Sex-role conflicts
    B. Fear of failure/fear of success
    C. Low self-esteem and lack of self-confidence
    D. Low vocational expectations
    E. Fear of machinery
    F. Math anxiety
    G. Anxiety about interactions with co-workers

Reprinted from *Project Discover: Handbook and Curriculum Guide*, 1987, with permission of Anoka Technical Institute, Anoka, Minnesota.

II. Lack of Information About Nontraditional Work

   A. Lack of information about skills required for specific jobs
   B. Lack of information about variety of nontraditional jobs
   C. Lack of information about job-entry requirements and career ladders
   D. Lack of knowledge about general working conditions for specific jobs

III. Physical Condition

   A. Lack of knowledge about own physical capabilities
   B. Poor physical condition

IV. Pressure from Significant Others: friends, husband, lover, parents, children, neighbors

V. Education/Training Requirements

   A. No GED or high school diploma
   B. Inadequate background in math or science
   C. Limited experience with tools or machinery
   D. Lack of experience in nontraditional work

VI. Transportation

   A. Lack of public transportation for certain areas or times of day
   B. No driver's license
   C. No private means of transportation

VII. Family responsibilities

   A. Lack of any or adequate child care
   B. Illness in the family
   C. Household management

VIII. Inadequate Job Search Skills

Pros and Cons: Stepping Into What?

No woman should make the decision to go nontraditional in work life, either hastily or without thorough understanding of what she is stepping into. A hasty decision may breed a hasty retreat, damaging to herself (her work record, her self-esteem, and confidence) and damaging to the efforts of other women to enter nontraditional careers. Employers are looking for assurance that women can be productive, dependable, and promotable in "men's jobs." The woman who makes an informed choice, who knows well the benefits that await her in her new job, and the trade-offs she must make to secure those benefits, is the one most likely to deliver those assurances.

1. Advantages
   a. Higher pay
   b. More chance of advancement
   c. better fringe benefits
   d. Possibly greater work satisfaction
   e. Transferable skills and training
   f. More varied work hours

2. Disadvantages
   a. Negative reactions of others
   b. Work generally more demanding on time, mind, and body
   c. Stress and conflict in primary relationships
   d. Less pleasant working conditions
   e. Isolation among male co-workers

Advantages of Nontraditional Jobs

Nontraditional jobs offer a variety of advantages. Some of the major rewards include the following:

Salary
Nontraditional jobs often afford the opportunity for better pay for women. With more jobs to choose from there is a better chance of getting a better-paying job. Jobs traditionally held by men do pay better wages. Furthermore, men working in jobs which are nontraditional for them (the female-dominated jobs) often earn more than women who work in those fields.

Advancement Opportunities
Nontraditional jobs, especially those in the apprenticeable trades, usually have established steps for advancement. For example, in construction work, a worker can move from apprentice to journeyworker, to supervisor, to superintendent, and so on. Worker in some trades start their own contracting businesses.

Benefits
In nontraditional jobs which are unionized, the wages are usually higher; various fringe benefits and job protections may be negotiated.

The Work Itself, Satisfaction
The greater the range of experience a job offers and the more options it makes available, the greater the chances for self-satisfaction.

Education/Training
Most nontraditional jobs require specialized skills, which are usually compensated according to the amount of training or education. Apprenticeship training, for example, usually provides beginning wages equal to half of what the trained journeyworker earns. As the apprentice learns and performs better, she or he generally receives periodic increases in wages. When training is completed, the apprentice is usually earning 90 percent of journeyworker wages. This process enable trainees to earn while they learn.

Work Hours
Many nontraditional jobs in the skilled trades have potential overtime pay. Also, these jobs often provides a greater variety of schedules or shifts to choose from, and pay for evening and night shifts is often higher.

Reprinted from *Women in Nontraditional Careers (WINC): Curriculum Guide*, 1984, U.S. Department of Labor, Office of the Secretary, Women's Bureau.

Women and Nontraditional Work

Barriers

Barriers inhibiting entry of women into nontraditional training and employment are complex and inter-related.

Social/Cultural

- Socialization to traditional female roles
- Unsupportive family and friends
- Negative attitudes of classmates and co-workers
- Lack of self-confidence and assertiveness
- Lack of female role models
- Limited experience with tools and mechanical operations

Education and Training

- Limited information provided about nontraditional options
- Females directed toward traditional classes
- Lack of support for sex equity efforts by instructors and other personnel
- Lack of prerequisite classes such as math and science
- Limited access to on-the-job training and apprenticeships
- Lack of support services--child care, transportation, counseling, etc.
- Sexual harassment in classrooms

On-The-Job

- Discrimination in hiring, firing, promotion or lay-offs on basis of sex, race, age, physical build/ability
- Sexual harassment on site
- Isolation on the work site
- Lack of support from unions
- Lack of support services

---

* From U.S. Department of Labor, Women's Bureau, *20 Facts on Women Workers* (Washington, D.C.: U.S. Government Printing Office, 1988).

Think About Physical Requirements

These are examples of physical requirements and abilities that might be necessary for certain nontraditional jobs. Check off the ones needed for this job and then check whether you have them or not.

Physical Requirements:

◊ Special Height ______

◊ Special Weight ______

◊ Good vision without Glasses ______

◊ ______

◊ Good vision with Glasses ______

◊ Special Voice Qualities ______

◊ ______

◊ ______

Physical Abilities

◊ Driving Ability ______

◊ Climbing Ability ______

◊ Tolerate Strange Smells ______

◊ Work in High Places ______

◊ Work in Cramped Places ______

◊ Work Outdoors ______

◊ Lift Heavy Objects ______

◊ Work in Dusty Areas ______

◊ Work in Cold Areas ______

◊ Work in Hot Areas ______

◊ Stooping Long Periods ______

◊ Standing Long Periods ______

◊ Sitting Long Periods ______

◊ Distinguish Colors ______

◊ ______

◊ ______

Reprinted from *Women In Nontraditional Careers (WINC): Curriculum Guide,* 1984, U.S. Department of Labor, Office of the Secretary, Women's Bureau.

Women and Nontraditional Work

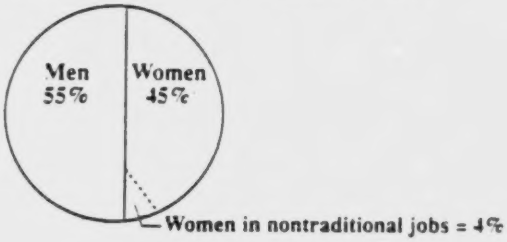
Nontraditional jobs for women are defined as those jobs in which 75% or more of those employed are men.

In 1988 51.7 women were employed; 4.7 million women (9%) of all working women were employed in nontraditional occupations.

Occupational Categories	# of women in nontraditional jobs	Examples
Managerial, Professional	600,000	architect, lawyer
Technical, Sales, Administration	600,000	pilots, electronic technicians
Service	300,000	barbers, detectives
Craft, Production, Repair	1,200,000	auto mechanic, butcher, plumber
Operators, Fabricators, Laborers	1,500,000	typesetter, truck driver
Farm, Forestry, Fishing	500,000	farmer, logger
	4,700,000	

Between 1983 and 1988, the number of women in nontraditional jobs remained relatively unchanged at 4% of the total workforce.

Men and Women in Total Labor Force



Differences in race, age and marital status are minimal between women working in traditional jobs and women in nontraditional jobs.

	% of All Women Working in:		
Characteristics	Traditional		Nontraditional
Race	85%	white	86%
	15%	non-white	14%
Age	48%	under 35	45%
	52%	over 35	55%
Marital Status	58%	married	55%
	42%	single	45%

Reprinted from National Commission on Working Women of Wider Opportunities for Women, 1325 G St., N.W., Lower Level, Washington, DC 20005. (202) 737-5764.

Women in nontraditional jobs earn 20% to 30% more than women in traditional occupations.

Traditional Female Jobs	Women's Median Weekly Pay		Traditional Male Jobs
Secretary	$312	$392	Mechanic/Repairer
Child Care Worker	$179	$281	Motor Vehicle Operator
Textile Sewing Machine Operator	$191	$440	Mail Carrier
Data Entry Keyer	$298	$335	Construction Worker

When women work in the same occupations as men they still do not earn equal pay.

Occupation	Women's Wage	Men's Wage	Wage Gap
Mechanic/Repairer	$392	$441	11%
Motor Vehicle Operator	$289	$383	27%
Mail Carrier	$440	$505	13%
Construction Worker	$335	$423	21%

Over the past 5 years, the greatest increase of women entering nontraditional jobs has been in the professional occupations.

	Percent Female	
Occupation	1983	1988
Lawyer	15.3%	19.4%
Physician	15.8%	20.0%
Photographer	20.7%	30.7%
Mngr., Marketing/Advertising	21.8%	32.0%

Even though most working women (74%) are in nonprofessional occupations, gains in those nontraditional jobs have been slight over the past five years.

	Percent Female	
Occupation	1983	1988
Electrician	1.5%	1.4%
Upholsterer	26.2%	22.0%
Machinist	4.1%	4.8%
Telephone Installer	9.9%	12.1%

Women In Nontraditional Occupations

In 1988 51.7 women were employed; 4.7 million women (9%) of all working women were employed in nontraditional occupations.

Occupational Categories	# of women in nontraditional jobs	Examples
Managerial, Professional	600,000	architect, lawyer
Technical, Sales, Administration	600,000	pilots, electronic technicians
Service	300,000	barbers, detectives
Craft, Production, Repair	1,200,000	auto mechanic, butcher, plumber
Operators, Fabricators, Laborers	1,500,000	typesetter, truck driver
Farm, Forestry, Fishing	500,000	farmer, logger
Total	4,700,000	

Reprinted from National Commission on Working Women of Wider Opportunities for Women, 1325 G Street, N.W., Lower Level, Washington, D.C. 20005. (202) 737-5764.

Nontraditional Occupations Earn More

Women in nontraditional jobs earn 20% to 30% more than women in traditional occupations.

Traditional Female Jobs	Women's Median Weekly Pay		Traditional Male Jobs
Secretary	$312	$392	Mechanic/Repairer
Child Care Worker	$179	$281	Motor Vehicle Operator
Textile Sewing	$191	$440	Mail Carrier
Machine Operator/			
Data Entry Keyer	$298	$335	Construction Worker

Reprinted from **National Commission on Working Women of Wider Opportunities for Women**, 1325 G Street, N.W., Lower Level, Washington, D.C. 20005. (202) 737-5764.

Equal Pay?

When women work in the same occupations as men they still do not earn equal pay.

Occupation	Women's Wage	Men's Wage	Wage Gap
Mechanic/Repairer	$392	$441	11%
Motor Vehicle Operator	$289	$383	27%
Mail Carrier	$440	$505	13%
Construction Worker	$335	$423	21%

Reprinted from **National Commission on Working Women of Wider Opportunities for Women**, 1325 G Street, N.W., Lower Level, Washington, D.C. 20005. (202) 737-5764.

Trends in Nontraditional Occupations

Over the past 5 years, the greatest increase of women entering nontraditional jobs has been in the professional occupations.

	Percent Female	
Occupation	1983	1988
Lawyer	15.3%	19.4%
Physician	15.8%	20.0%
Photographer	20.7%	30.7%
Mngr., Marketing/Advertising	21.8%	32.0%

Reprinted from **National Commission on Working Women of Wider Opportunities for Women**, 1325 G Street, N.W., Lower Level, Washington, D.C. 20005. (202) 737-5764.

Women, Work and Age: Overview

In 1989, 15.5 million women over age 44 were in the U.S. Labor Force.

In 1989, the labor force participation rate of women ages 45-64 was 58.5%.

- 58.5% of white women, 65.2% of black women and 49.7% of hispanic women ages 45-64 were in the labor force.
- 77% of women in the labor force ages 45-64 worked full-time, while 23% of them worked part time.
- 8.4% of women ages 65 and over were in the labor force.

*Based on 1988 statistics.

In 1989, nearly 60% of mid-life and older women workers were in either clerical, sales or service occupations.

Occupational Distribution of Older Women Workers

Occupation	Percent
Managerial and executive	12%
Professional and technical	17%
Sales	12%
Administrative support and clerical	28%
Service	19%
Precision, production, craft and repair	2%
Machine operators, fabricators, and laborers	10%
Farm and forestry	1%

In 1989, 10 million women over age 45 were displaced homemakers.

- Displaced homemakers are women who have lost their primary source of income due to divorce, widowhood, prolonged unemployment of spouse, disability or loss of eligibility for public assistance.
- 78% of displaced homemakers are ages 45 and older.
- 50% of displaced homemakers ages 45 years and older had incomes below poverty.

Reprinted from **National Commission on Working Women of Wider Opportunities for Women**, 1325 G St., N.W., Lower Level, Washington, DC 20005. (202) 737-5764.

80% of women ages 45 and older in the labor force have a high school education or more.

# of years of education	% of women ages 45 and older	labor force participation
1 - 3 years of HS	19.8%	20.7%
4 years of HS	46.0%	40.4%
less than 4 years of college	16.6%	46.8%
4 years of college or more	17.6%	55.3%

In 1989, 2 out of 3 women ages 45 and older in the labor force were married.

Marital status of women ages 45 and over in the labor force.

- 56% of divorced women ages 45 and over were in the labor force, compared to 37% of married women of the same age.

In 1988, over 30% of women ages 45-64 who had incomes below the poverty level were in the labor force.

- 2.5 million women ages 45-64 had incomes below the poverty level.
- Of women ages 45-64 with incomes below poverty, 15% worked bull-time and 16% worked part-time.

Women, Work and Age: Wages and Benefits

Women workers, overall, earn 65 cents for every $1 earned by men. Women ages 45 to 64 earn only 56 cents for every $1 earned by men.

The wage gap between men's and women's earnings is at its peak among workers ages 45 to 64.

1989 Wage Gap

Age	Median Annual Earnings of Men	Median Annual Earnings of Women	Wage Gap
16 - 24	$13,990	$12,591	10%
25 - 34	$23,603	$17,237	27%
35 - 44	$30,514	$19,319	37%
45 - 54	$32,397	$18,356	44%
55 - 64	$30,031	$16,721	45%
65+	$25,382	$15,200	40%

In 1987, 12% of women between the ages of 45 and 64 (2.8 million) did not have health insurance.

- 1.2 million employed women ages 45 to 64 were uninsured.
- Of these uninsured women, 46% worked part-time and 54% worked full-time.

Twice as many women as men between the ages of 45 and 64 did not have life insurance.*

Men and Women over age 45 *without* life insurance

Age	Men	Women
45-54	14%	28%
55-64	14%	29%
65+	31%	43%

*Based on latest statistics of American Council of Life Insurance (1984).

Reprinted from National Commission on Working Women of Wider Opportunities for Women, 1325 G St., N.W., Lower Level, Washington, DC 20005. (202) 737-5764.

Average annual earnings for all women drop steadily after the age of 44.

Median Annual Earnings of Women by Race and Age (1988)

Age	Black	White	Hispanic
25-34	$15,903	$17,403	$15,304
35-44	$17,361	$19,611	$16,396
45-54	$17,206	$18,569	$14,370
55-64	$14,485	$17,024	$14,509

In 1989, the average monthly social security benefit for women was only 73% of the average monthly benefit for men.

- The average monthly social security benefit received by men was $627 and for women $458.
- The 1988 average monthly social security benefit for African American women was $369.

In 1987, twice as many men as women who were in the labor force received pensions.

- **46% of men and 23% of women received either public or private pension income.**
- **The average annual pension for men was $7,907 and for women $4,723.**

Women, Work and Age: Age Discrimination

Myth: It is not cost effective for an employer to hire an older woman.

Fact: Corporate studies have demonstrated that older women workers are more dependable, have better attendance records and are as productive as younger women employees.

Myth: Older women are hard to train and have difficulty with new technology.

Fact: Research findings show that women workers in their 50's and 60's function intellectually as well or better than women workers in their 20's and 30's.

Myth: Employer insurance costs are higher for older women workers than younger women workers.

Fact: Ninety percent of companies report that health insurance costs for older women are no greater than for younger women workers.

Myth: Older women do not have a strong work force attachment.

Fact: Women workers over age 45 average 9.4 years in one job, compared to women ages 25-34 who average 3.1 years and women ages 35-44 who average 4.9 years.

What the Law Says

The Age Discrimination Act of 1967

- Protects workers over the age of 40 against age discrimination in government jobs and private companies with 20 or more employees.
- 1986 amendments abolish age-based mandatory retirement for most workers in both public and private sectors.

The Retirement Equity Act of 1984

- Amends the Employment Retirement Income Security Act of 1974 (ERISA) and makes it possible for a larger number of workers, especially women, to benefit from private pension plans.
- Protects workers against loss of accrual of pension rights due to absence from the workplace for pregnancy, childbirth, or adoption.

Reprinted from **National Commission on Working Women of Wider Opportunities for Women**, 1325 G St., N.W., Lower Level, Washington, DC 20005. (202) 737-5764.

The Job Training Partnership Act

- Provides funding for job training programs directed at older workers.

Title V of the Older Americans Act

- Funds the Senior Community Services Employment Program which provides part-time community service jobs to low income individuals over the age of 55.

Title VII of the Civil Rights Act of 1964

- Outlaws discrimination based on sex in all aspects of employment: hiring, wages, fringe benefits, transfers, job opportunities, promotions and discharges.

Sources for this Fact Sheet:

American Council of Life Insurance
Bureau of Labor Statistics
Women and Poverty Project
National Displaced Homemakers Network
National Commission for the Preservation of Social Security
Research for this fact sheet by Jennifer Chambers.
Older Women's League
U.S. Census Bureau
National Center for Health Sciences Research
American Association of Retired persons - Women's Initiative
National Council on aging.

Women, Work and Age: Outlook and Challenges

Age Discrimination

- Employers show a preference for youth based on negative stereotypes of older women.
- Employers devalue the life experience of older women in favor of criteria unrelated to actual jobs tasks such as academic degrees.
- Mandatory retirement plans and biased social security laws create disincentives for older women to work.

Aging Workforce

- In the next decade, the average age of the American worker will rise from 36 to 39.
- The number of people 35 to 47 will increase by 38% and the number of people 48 to 53 will increase by 67%, compared to an overall population growth of 15%.
- The number of new entrants into the work force will decrease by 8%.

Caregiving

- 75% of all nonprofessional caregivers for older, chronically ill or disabled persons are women. Two-thirds are working women with an average age of 57.
- Caregiving responsibilities result in major job changes for half of the women who must provide care.
- 14% of caregivers who work move from full-time jobs to part-time jobs, 15% choose early retirement, 9% take a leave of absence and 12% stop work entirely, often at peak earning potential.

Strategies

- Enforce current laws prohibiting age discrimination.
- Enact local and federal family and medical leave act legislation.
- Invest in education and training programs now to meet the needs of the escalating numbers of worker over 45.
- Strengthen current laws to increase the portability of pensions.

Older women need to take the following actions:

- Know the law.
- Ensure adequate health coverage.
- Be assertive.
- Take advantage of training opportunities.
- Join advocacy and support groups.

Reprinted from **National Commission on Working Women of Wider Opportunities for Women**, 1325 G St., N.W., Lower Level, Washington, DC 20005. (202) 737-5764.

Employed Civilians by Detailed Occupation, Sex, Race, and Hispanic Origin

(Numbers in thousands)

Occupation	1990			
	Total	Percent of total:		
	Employed	Women	Black	Hispanic origin
Total, 16 years and over	117,914	45.4	10.1	7.5
Managerial and professional specialty	30,657	45.8	6.2	3.6
Executive, administrative, and managerial	14,839	40.0	5.7	3.9
Officials and administrators, public administration	503	42.4	9.2	3.2
Administrators, protective service	56	19.1	9.1	1.0
Financial managers	492	44.3	4.1	2.9
Personnel and labor relations managers	122	55.1	6.7	3.2
Purchasing managers	110	31.9	4.8	3.5
Managers, marketing, advertising, and public relations	522	31.1	2.9	3.1
Administrators, education and related fields	554	54.4	9.5	3.8
Managers, medicine and health	175	66.5	7.5	2.9
Managers, properties and real estate	437	45.2	6.5	5.1
Management-related occupations	3,893	49.9	7.6	4.1
Accountants and auditors	1,438	50.8	7.4	3.8
Underwriters	94	67.6	8.1	5.2
Other financial officers	697	45.0	6.1	4.8
Management analysts	197	34.0	6.5	2.0
Personnel, training, and labor relations specialists	401	60.8	11.9	4.2
Buyers, wholesale and retail trade, except farm products	219	50.7	3.8	4.3
Construction inspectors	70	5.1	7.3	4.1
Inspectors and compliance officers, except construction	196	26.9	13.9	4.0
Professional specialty	15,818	51.2	6.7	3.4
Architects	142	18.4	.9	3.5
Engineers	1,862	8.0	3.6	2.8
Aerospace engineers	109	7.3	4.8	2.4
Chemical engineers	71	10.9	1.7	2.2
Civil engineers	234	5.0	4.0	3.2
Electrical and electronic engineers	581	8.7	3.8	3.3
Industrial engineers	204	11.9	4.4	3.2
Mechanical engineers	316	5.4	3.5	1.9
Mathematical and computer scientists	866	36.5	6.5	3.4
Computer systems analysts and scientists	605	34.5	7.0	3.3
Operations and systems researchers and analysts	212	41.5	5.2	4.2
Natural Scientists	401	26.0	2.7	3.8
Chemists, except biochemists	125	27.0	4.6	5.9
Geologists and geodesists	53	14.3	.6	.4
Biological and life scientists	74	40.9	2.7	3.1

Reprinted from "Employment and Earnings," January, 1991, U.S. Department of Labor, Bureau of Labor Statistics.

Occupation	1990			
	Total	Percent of total:		
	Employed	Women	Black	Hispanic origin
Health diagnosing occupations	871	17.8	3.0	3.7
Physicians	575	19.3	3.0	4.5
Dentists	162	9.5	4.9	3.5
Health assessment and treating occupations	2,320	86.2	7.4	2.8
Registered nurses	1,673	94.5	7.4	2.5
Pharmacists	171	37.2	4.1	4.1
Dieticians	83	95.0	20.1	3.5
Therapists	325	76.6	6.0	2.9
Inhalation therapists	62	60.1	11.7	2.8
Physical therapists	91	75.0	4.1	2.7
Speech therapists	63	88.1	2.8	3.3
Physicians' assistants	67	39.6	6.4	5.2
Teachers, college and university	765	37.7	4.5	2.5
Teachers, except college and university	3,993	73.7	8.7	3.5
Prekindergarten and kindergarten	456	98.4	10.7	5.7
Elementary	1,506	85.2	9.7	3.2
Secondary school	1,209	53.1	7.1	3.3
Special education	271	84.8	11.8	2.2
Teachers, n.e.c.	552	61.0	6.5	3.2
Counselors, educational and vocational	216	61.9	16.3	4.1
Librarians, archivists, and curators	211	81.1	5.3	3.3
Librarians	192	83.3	5.5	3.3
Social scientists and urban planners	363	51.5	5.4	3.3
Economists	114	43.8	4.0	3.3
Psychologists	210	58.4	6.6	3.6
Social, recreation, and religious workers	1,085	50.4	15.2	4.6
Social workers	564	68.2	21.8	6.1
Recreation workers	100	70.9	14.7	6.1
Clergy	325	9.6	6.9	2.1
Religious workers, n.e.c.	96	62.1	4.8	2.9
Lawyers and judges	756	20.8	3.4	2.7
Lawyers	729	20.6	3.2	2.8
Writers, artists, entertainers, and athletes	1,941	47.4	4.5	4.0
Authors	84	59.9	2.3	.7
Technical writers	65	47.0	1.6	2.1
Designers	531	53.3	2.6	4.4
Musicians and composers	162	31.9	9.6	4.5
Actors and directors	97	36.5	5.9	1.9
Painters, sculptors, craft-artists, and artist printmakers	217	51.2	2.8	4.5
Photographers	123	27.8	2.9	5.5
Editors and reporters	280	52.0	3.8	2.9
Public relations specialists	162	58.7	7.7	2.8
Announcers	52	18.5	6.9	2.7
Athletes	74	26.4	9.7	4.3
Technical, sales, and administrative support	36,675	64.7	9.2	5.8
Technicians and related support	3,842	49.2	9.1	4.3

Occupation	1990			
	Total	Percent of total:		
	Employed	Women	Black	Hispanic origin
Health technologists and technicians	1,303	83.5	14.1	4.5
Clinical laboratory technologists and technicians	297	76.3	15.1	4.1
Dental hygienists	87	99.1	2.5	3.0
Health record technologists and technicians	69	94.0	15.4	8.1
Radiologic technicians	122	76.4	12.8	4.8
Licensed practical nurses	443	96.3	17.6	3.8
Engineering and related technologists and technicians	980	19.8	7.2	4.8
Electrical and electronic technicians	352	15.4	8.2	5.8
Drafting occupations	282	18.9	6.4	5.1
Surveying and mapping technicians	75	6.1	3.4	3.3
Science technicians	240	31.9	7.5	7.2
Biological technicians	68	40.7	4.6	9.0
Chemical technicians	84	28.1	10.8	7.1
Technicians, except health, engineering, and science	1,320	40.2	5.7	3.1
Airplane pilots and navigators	114	5.1	.6	3.3
Computer programmers	594	36.0	5.8	2.5
Legal assistants	229	78.8	6.1	3.7
Sales occupations	14,191	49.2	6.4	5.3
Supervisors and proprietors	3,812	34.8	4.5	4.4
Sales representatives, finance and business services	2,431	42.9	4.4	3.6
Insurance sales	604	32.7	5.2	3.5
Real estate sales	752	51.1	3.0	3.6
Securities and financial services sales	300	23.4	3.6	3.2
Advertising and related sales	154	50.9	4.4	2.8
Sales occupations, other business services	620	50.3	5.6	4.0
Sales representatives, commodities, except retail	1,637	22.0	2.6	3.3
Sales workers, retail and personal services	6,239	67.4	9.5	7.0
Sales workers, motor vehicles and boats	306	9.0	4.0	4.3
Sales workers, apparel	455	82.1	8.4	8.4
Sales workers, shoes	104	60.2	13.5	9.3
Sales workers, furniture and home furnishings	152	48.6	4.4	6.1
Sales workers, radio, television, hi-fi, and appliances	199	28.2	5.7	7.8
Sales workers, hardware and building supplies	204	21.0	4.1	5.3
Sales workers, parts	156	8.8	4.4	4.5
Sales workers, other commodities	1,498	72.5	6.8	5.7
Sales counter clerks	197	69.4	9.1	5.7
Cashiers	2,492	81.4	13.5	8.4
Street and door-to-door sales workers	363	72.5	8.1	6.2
News vendors	115	39.8	8.3	5.8
Sales-related occupations	72	63.7	2.5	3.4
Administrative support, including clerical	18,641	79.8	11.4	6.5
Supervisors	771	58.3	11.8	6.5
General office	475	66.4	12.0	6.7
Financial records processing	89	74.2	5.8	5.4
Supervisors, distribution, scheduling, and adjusting clerks	165	31.5	14.2	7.0

Occupation	1990			
	Total	Percent of total:		
	Employed	Women	Black	Hispanic origin
Computer equipment operators	815	65.7	13.1	6.9
Computer operators	808	65.7	12.9	6.9
Secretaries, stenographers, and typists	4,655	98.3	8.6	5.4
Secretaries	3,956	99.0	7.6	5.2
Typists	640	95.5	15.1	7.3
Information clerks	1,524	88.3	9.5	7.3
Interviewers	204	81.2	11.5	7.9
Hotel clerks	92	70.6	9.5	7.2
Transportation ticket and reservation agents	121	60.2	12.2	8.7
Receptionists	851	97.0	8.1	6.7
Records processing occupations, except financial	917	81.3	14.1	7.2
Order clerks	205	77.9	15.1	6.5
Personnel clerks, except payroll and timekeeping	79	88.6	21.7	7.3
Library clerks	166	76.2	9.1	5.0
File clerks	299	83.8	14.0	9.0
Records clerks	141	81.4	14.7	7.5
Financial records processing	2,418	91.6	6.2	5.1
Bookkeepers, accounting, and auditing clerks	1,912	92.2	5.2	5.0
Payroll and timekeeping clerks	195	91.0	11.5	3.6
Billing clerks	184	92.1	8.7	6.3
Cost and rate clerks	77	80.6	8.4	5.6
Duplicating, mail and other office machine operators	72	62.4	19.3	6.1
Communications equipment operators	222	87.2	19.9	7.1
Telephone operators	208	89.0	19.7	7.2
Mail and message distributing occupations	974	35.9	20.0	6.3
Postal clerks, except mail carriers	296	45.2	25.1	4.7
Mail carriers, postal service	339	24.9	14.4	6.1
Mail clerks, except postal service	190	47.0	23.8	7.7
Messengers	150	28.2	17.9	7.9
Material recording, scheduling, and distributing clerks	1,838	41.9	12.6	8.0
Dispatchers	224	54.8	9.2	4.4
Production coordinators	199	49.3	7.4	4.5
Traffic, shipping, and receiving clerks	546	26.8	15.3	11.7
Stock and inventory clerks	598	43.2	13.3	8.0
Meter readers	41	15.2	9.9	3.4
Weighers, measurers, and checkers	77	45.5	14.6	7.6
Expediters	127	66.7	11.1	4.9
Adjusters and investigators	1,129	75.1	12.9	5.6
Insurance adjusters, examiners, and investigators	353	72.2	12.1	3.9
Investigators and adjusters, except insurance	537	76.6	13.1	6.7
Eligibility clerks, social welfare	88	90.1	14.7	4.0
Bill and account collectors	151	67.5	13.1	6.7
Miscellaneous administrative support	3,307	84.6	14.0	7.7
General office clerks	772	81.8	13.1	7.0
Bank tellers	468	90.4	9.9	7.0
Data entry keyers	488	87.2	19.5	8.0
Statistical clerks	88	72.3	12.9	6.7

Occupation	1990			
	Total Employed	Percent of total: Women	Black	Hispanic origin
Teachers' aides	493	94.5	14.1	11.8
Service occupations	15,759	60.1	17.3	11.2
Private household	782	96.3	24.7	19.7
Child care workers	314	97.9	9.8	13.3
Cleaners and servants	407	95.5	35.6	23.8
Protective service	1,988	14.6	16.6	5.9
Supervisors, protective service	171	8.0	13.6	4.1
Supervisors, police and detectives	86	8.6	12.9	2.4
Firefighting and fire prevention	220	2.4	11.0	4.4
Firefighting occupations	205	1.2	11.5	4.5
Police and detectives	829	13.8	16.0	5.3
Police and detectives, public service	473	12.1	13.5	5.5
Sheriffs, bailiffs, and other law enforcement officers	114	12.8	11.8	5.7
Correctional institution officers	242	17.7	22.8	4.7
Guards	768	20.5	19.4	7.4
Guards and police, except public service	669	14.8	21.2	7.8
Service occupations, except private household and protective	12,989	64.9	17.0	11.5
Food preparation and service occupations	5,359	64.9	12.4	12.5
Supervisors	344	67.1	10.0	9.2
Bartenders	307	55.6	3.6	6.7
Waiters and waitresses	1,392	80.8	4.7	7.6
Cooks, except short order	1,736	47.7	18.3	14.6
Short-order cooks	77	32.7	25.5	10.5
Food counter, fountain, and related occupations	325	72.7	11.5	7.3
Kitchen workers, food preparation	128	70.7	12.8	12.5
Waiters' and waitresses' assistants	360	39.1	16.0	21.4
Miscellaneous food preparation	689	50.0	15.4	19.4
Health service occupations	2,087	90.2	26.3	6.4
Dental assistants	187	98.7	5.6	7.4
Health aides, except nursing	448	84.8	21.0	5.6
Nursing aides, orderlies, and attendants	1,452	90.8	30.7	6.5
Cleaning and building service occupations	3,118	44.0	22.4	16.7
Supervisors	147	37.6	24.5	10.4
Maids and housemen	727	82.0	24.8	21.7
Janitors and cleaners	2,191	32.8	21.8	15.7
Personal service occupations	2,425	81.6	12.0	7.3
Barbers	93	18.7	17.4	9.9
Hairdressers and cosmetologists	734	89.8	9.2	7.1
Attendants, amusement and recreation facilities	145	40.2	9.1	5.7
Public transportation attendants	100	83.2	11.2	6.0
Welfare service aides	95	92.1	24.1	13.7
Child care workers	899	97.0	12.1	6.4
Precision production, craft, and repair	13,641	8.5	7.8	8.5
Mechanics and repairers	4,448	3.6	8.1	7.0

Occupation	1990			
	Total	Percent of total:		
	Employed	Women	Black	Hispanic origin
Supervisors	251	7.5	5.8	3.8
Mechanics and repairers, except supervisors	4,198	3.3	8.3	7.2
Vehicle and mobile equipment mechanics and repairers	1,768	.9	7.5	8.4
Automobile mechanics	862	.8	8.7	9.4
Bus, truck, and stationery engine mechanics	315	.4	6.6	6.0
Aircraft engine mechanics	110	2.8	9.8	8.4
Small engine repairers	67	.2	4.5	5.3
Automobile body and related repairs	201	.7	7.1	11.1
Heavy equipment mechanics	155	.7	4.8	5.2
Industrial machinery repairers	496	3.0	8.3	6.1
Electrical and electronic equipment repairers	711	8.6	10.6	6.0
Electronic repairers, communications, and industrial equipment	182	7.4	12.0	7.9
Data processing equipment repairers	157	11.4	10.6	5.6
Telephone installers and repairers	193	11.3	9.7	3.8
Heating, airconditioning, and refrigeration mechanics	267	.5	6.4	4.9
Miscellaneous mechanics and repairers	932	4.8	8.3	7.0
Office machine repairers	76	5.4	6.7	5.6
Millwrights	94	2.8	4.6	2.3
Construction trades	5,147	1.9	6.9	8.9
Supervisors	657	1.5	4.4	4.6
Construction trades, except supervisors	4,489	1.9	7.3	9.5
Brickmasons and stonemasons	193	.2	14.4	10.7
Tilesetters, hard and soft	68	2.0	4.9	14.3
Carpet installers	109	2.1	4.2	11.2
Carpenters	1,360	1.3	4.8	8.7
Drywall installers	153	1.0	5.1	15.5
Electricians	698	1.7	6.2	5.2
Electrical power installers and repairers	121	1.7	8.2	4.2
Painters, construction and maintenance	549	5.6	9.5	13.3
Plumbers, pipefitters, and steamfitters	455	.9	6.6	6.5
Concrete and terrazzo finishers	71	.6	23.1	23.7
Insulation workers	54	1.5	10.9	19.4
Roofers	212	.3	8.5	13.6
Structural metal workers	61	.2	3.7	8.0
Extractive occupations	149	1.9	6.9	6.9
Precision production occupations	3,896	23.1	8.6	9.8
Supervisors	1,308	16.2	8.5	8.0
Precision metalworking	908	6.6	6.1	7.4
Tool and die makers	152	1.6	5.1	2.3
Machinists	488	3.9	6.1	7.9
Precious stones and metals workers	47	37.9	1.0	16.4
Sheet-metal workers	122	6.0	6.7	8.4
Precision woodworking occupations	96	13.6	3.3	8.4
Cabinet makers and bench carpenters	56	3.9	1.5	6.3
Precision textile, apparel, and furnishings machine workers	249	60.8	8.7	13.8

Occupation	1990			
	Total Employed	Percent of total: Women	Black	Hispanic origin
Dressmakers	112	96.4	9.9	11.8
Tailors	49	43.0	6.8	21.4
Upholsterers	66	25.1	8.3	12.6
Precision workers, assorted materials	526	54.3	8.9	12.8
Optical goods workers	62	57.5	5.3	6.9
Dental laboratory and medical appliance technicians	62	36.4	7.6	7.2
Electrical and electronic equipment assemblers	293	66.7	10.5	14.8
Precision food production occupations	419	32.7	12.9	19.0
Butchers and meat cutters	259	22.1	13.9	21.8
Bakers	117	44.3	12.0	15.9
Precision inspectors, testers, and related workers	121	25.2	10.7	9.1
Inspectors, testers, and graders	112	24.9	10.3	9.2
Plant and system operators	270	4.2	11.4	4.1
Water and sewage treatment plant operators	61	2.2	9.7	3.3
Stationary engineers	117	3.6	11.8	3.8
Operators, fabricators, and laborers	17,775	25.5	15.0	12.2
Machine operators, assemblers, and inspectors	8,071	40.0	14.4	13.9
Machine operators and tenders, except precision	5,286	41.0	15.5	14.9
Metalworking and plastic working machine operators	439	18.0	8.9	10.9
Lathe and turning machine operators	57	8.5	5.5	12.2
Punching and stamping press machine operators	111	29.2	13.2	13.6
Grinding, abrading, buffing, and polishing machine operators	129	17.2	9.1	11.7
Metal and plastic processing machine operators	170	21.4	12.7	12.8
Molding and casting machine operators	101	29.5	13.5	10.3
Woodworking machine operators	168	13.2	13.1	10.9
Sawing machine operators	110	12.6	13.4	9.0
Printing machine operators	459	26.1	6.3	9.6
Printing machine operators	309	14.4	7.5	10.4
Typesetters and compositors	65	68.0	4.8	8.8
Textile, apparel, and furnishings machine operators	1,287	78.3	20.1	19.9
Winding and twisting machine operators	81	72.6	28.7	4.1
Textile sewing machine operators	710	89.1	16.4	23.1
Pressing machine operators	131	69.0	26.8	27.9
Laundering and dry cleaning machine operators	202	66.5	21.5	18.2
Machine operators, assorted materials	2,740	32.6	16.3	14.5
Packaging and filling machine operators	454	60.5	19.8	23.7
Mixing and blending machine operators	113	11.8	16.9	16.4
Separating, filtering, and clarifying machine operators	62	10.6	12.2	3.3
Painting and paint spraying machine operators	193	13.1	11.2	14.5
Furnace, kiln, and oven operators, except food	104	5.0	15.3	5.3
Crushing and grinding machine operators	48	31.3	16.1	10.6
Slicing and cutting machine operators	197	24.9	13.5	16.9
Photographic process machine operators	92	50.9	6.4	6.3
Fabricators, assemblers, and hand working occupations	1,951	32.5	11.8	12.7
Welders and cutters	593	4.0	8.8	12.2

Occupation	1990			
	Total	Percent of total:		
	Employed	Women	Black	Hispanic origin
Assemblers	1,130	43.5	14.3	12.8
Production inspectors, testers, samplers, and weighers	834	51.4	13.5	10.4
Production inspectors, checkers, and examiners	667	52.2	12.8	8.2
Production testers	54	36.0	14.4	2.9
Graders and sorters, except agricultural	106	55.1	16.3	28.6
Transportation and material moving occupations	4,849	9.0	15.4	8.5
Motor vehicle operators	3,589	10.8	15.4	8.6
Supervisors	76	18.6	9.4	7.6
Truck drivers, heavy	1,866	2.1	14.2	7.5
Truck drivers, light	741	8.5	11.8	10.6
Drivers-sales workers	200	9.3	9.3	6.5
Bus drivers	443	51.6	23.4	6.9
Taxi-cab drivers and chauffeurs	208	9.5	25.3	15.0
Transportation occupations, except motor vehicles	171	3.0	10.8	5.1
Rail transportation occupations	119	3.6	12.6	4.6
Material moving equipment operators	1,089	3.9	16.4	8.9
Operating engineers	224	.8	10.9	8.5
Crane and tower operators	92	1.0	16.3	5.0
Excavating and loading machine operators	107	.6	9.1	6.3
Grader, dozer, and scraper operators	101	1.4	6.4	8.6
Industrial truck and tractor equipment operators	446	5.7	23.5	10.5
Handlers, equipment cleaners, helpers, and laborers	4,855	17.7	15.7	12.9
Helpers, construction and extracting occupations	137	5.7	15.8	17.8
Helpers, construction trades	126	5.7	16.9	18.9
Construction laborers	774	3.2	13.2	16.3
Production helpers	81	18.5	13.7	23.3
Freight, stock, and material handlers	1,716	19.1	16.4	10.1
Stock handlers and baggers	916	25.0	12.6	9.9
Machine feeders and offbearers	87	37.0	20.7	8.7
Garage and service station related occupations	220	4.7	11.3	7.1
Vehicle washers and equipment cleaners	240	13.5	23.0	19.8
Hand packers and packagers	305	62.0	15.1	18.0
Laborers, except construction	1,340	18.8	16.0	12.0
Farming, forestry, and fishing	3,408	16.0	6.1	14.2
Farm operators and managers	1,238	15.7	.9	1.7
Farmers	1,085	15.5	.8	1.4
Farm managers	152	17.6	1.4	4.1
Other agricultural and related occupations	1,978	17.1	9.1	22.8
Farm occupations, except managerial	930	21.7	7.8	27.1
Farm workers	851	21.0	8.2	26.9
Related agricultural occupations	1,048	13.1	10.2	19.0
Supervisors	67	7.1	2.5	11.6
Groundskeepers and gardeners, except farm	852	5.7	11.7	20.1
Animal caretakers, except farm	107	63.8	3.9	8.1

Occupation	1990			
	Total Employed	Percent of total:		
		Women	Black	Hispanic origin
Forestry and logging occupations	129	5.7	10.1	5.4
Timber cutting and logging	98	1.7	11.4	1.4
Fishers, hunters, and trappers	63	4.7	7.0	6.0

Boldface type identifies those occupations which are nontraditional for women (women comprising less than 30% of total workers).

Note: N.e.c. is an abbreviation for "not elsewhere classified" and designates broad categories of occupations which cannot be more specifically identified. Generally, data for occupations with fewer than 50,000 employed are not published separately but are included in the totals for the appropriate categories shown.

Median weekly earnings of full-time wage and salary workers by detail occupation and sex

(Numbers in thousands)

Occupation	1990					
	Both Sexes		Men		Women	
	Number of workers	Median weekly earnings	Number of workers	Median weekly earnings	Number of workers	Median weekly earnings
Total, 16 years and over	85, 082	$415	49,015	$485	36,068	$348
Managerial and professional specialty	22,858	608	12,263	731	10,595	511
Executive, administrative, and managerial	11,165	604	6,401	742	4,764	485
Administrators and officials, public administration	484	634	286	710	198	549
Administrators, protective service	54	606	43	(*)	12	(*)
Financial managers	455	688	252	837	202	558
Personnel and labor relations managers	117	684	51	881	66	604
Purchasing managers	109	738	80	789	29	(*)
Managers, marketing, advertising, and public relations	468	797	321	902	147	616
Administrators, education and related fields	474	724	243	819	231	588
Managers, medicine and health	158	636	55	788	103	592
Managers, properties and real estate	254	419	114	517	139	383
Management-related occupations	3,282	545	1,600	656	1,681	480
Accountants and auditors	1,186	533	550	644	636	483
Underwriters, and other financial officers	719	592	380	741	340	483
Management analysts	98	768	62	868	36	(*)
Personnel, training, and labor relations specialists	360	582	144	695	216	508
Buyers, wholesale and retail trade, except farm products	159	483	73	581	86	393
Construction inspectors	68	579	64	587	4	(*)
Inspectors and compliance officers, except construction	182	582	138	605	44	(*)
Professional specialty	11,693	610	5,863	720	5,831	534
Engineers, architects, and surveyors	1,866	809	1,708	818	158	725
Architects	76	695	58	731	17	(*)
Engineers	1,769	814	1,629	822	141	736
Aerospace engineers	104	830	97	855	7	(*)
Chemical engineers	67	890	58	920	8	(*)
Civil engineers	212	790	200	794	12	(*)
Electrical and electronic engineers	568	848	520	856	49	(*)
Industrial engineers	202	764	182	779	20	(*)
Mechanical engineers	296	805	284	811	12	(*)
Mathematical and computer scientists	808	734	510	803	298	631
Computer systems analysts and scientists	542	744	351	799	191	661
Operations and systems researchers and analysts	217	696	130	781	87	597
Natural Scientists	357	661	261	691	96	613
Chemists, except biochemists	119	676	89	718	30	(*)

Reprinted from "Employment and Earnings," January, 1991, U.S. Department of Labor, Bureau of Labor Statistics.

Occupation	1990					
	Both Sexes		Men		Women	
	Number of workers	Median weekly earnings	Number of workers	Median weekly earnings	Number of workers	Median weekly earnings
Biological and life scientists	74	$602	43	(*)	32	(*)
Health diagnosing occupations	316	824	232	920	83	685
Physicians	266	892	198	978	68	802
Health assessment and treating occupations	1,662	600	258	663	1,404	596
Registered nurses	1,181	608	76	616	1,104	608
Pharmacists	117	794	73	811	44	(*)
Dieticians	71	454	7	(*)	64	457
Therapists	234	536	61	587	173	521
Inhalation therapists	50	516	21	(*)	29	(*)
Physical therapists	56	525	16	(*)	41	(*)
Therapists, n.e.c.	56	477	17	(*)	39	(*)
Physicians' assistants	60	510	41	(*)	19	(*)
Teachers, college and university	540	747	376	808	164	620
Teachers, except college and university	3,175	522	913	594	2,263	505
Teachers, prekindergarten and kindergarten	298	344	6	(*)	292	341
Teachers, elementary	1,311	519	200	575	1,111	513
Teachers, secondary school	1,058	589	527	610	531	571
Teachers, special education	238	510	37	(*)	202	506
Counselors, educational and vocational	183	595	75	695	108	563
Librarians, archivists, and curators	148	493	28	(*)	120	484
Librarians	133	489	21	(*)	112	479
Social scientists and urban planners	241	603	125	677	116	515
Economists	89	689	54	769	36	(*)
Psychologists	119	553	52	605	68	514
Social, recreation, and religious workers	908	423	465	446	442	408
Social workers	496	445	163	483	333	427
Recreation workers	80	307	28	(*)	52	288
Clergy	267	433	246	441	22	(*)
Religious workers, n.e.c.	64	387	29	(*)	35	(*)
Lawyers and judges	417	1,052	306	1,184	111	834
Lawyers	390	1,045	285	1,178	105	875
Writers, artists, entertainers, and athletes	1,072	499	604	581	468	423
Technical writers	58	673	33	(*)	25	(*)
Designers	338	500	188	616	150	381
Actors and directors	59	594	36	(*)	23	(*)
Painters, sculptors, craft-artists, and artist printmakers	70	412	38	(*)	33	(*)
Photographers	51	410	35	(*)	16	(*)
Editors and reporters	208	513	108	588	100	452
Public relations specialists	134	581	56	623	79	524
Technical, sales, and administrative support	25,799	378	9,596	496	16,202	332
Technicians and related support	3,218	493	1,747	570	1,470	417
Health technologists and technicians	978	398	191	467	787	387
Clinical laboratory technologists and technicians	239	445	61	482	178	431
Health record technologists and technicians	70	342	5	(*)	65	334

Occupation	1990					
	Both Sexes		Men		Women	
	Number of workers	Median weekly earnings	Number of workers	Median weekly earnings	Number of workers	Median weekly earnings
Radiologic technicians	97	$481	24	(*)	73	$468
Licensed practical nurses	319	377	19	(*)	299	377
Engineering and related technologists and technicians	895	509	730	532	165	398
Electrical and electronic technicians	339	533	286	552	53	449
Drafting occupations	247	499	204	520	43	(*)
Surveying and mapping technicians	67	446	65	450	2	(*)
Science technicians	203	475	143	501	60	400
Biological technicians	54	415	30	(*)	24	(*)
Chemical technicians	83	524	61	550	22	(*)
Technicians, except health, engineering, and science	1,141	599	683	672	458	506
Airplane pilots and navigators	76	898	74	910	2	(*)
Computer programmers	544	654	349	691	195	573
Legal assistants	194	475	39	(*)	155	470
Sales occupations	8,197	401	4,666	505	3,531	292
Supervisors and proprietors	2,407	437	1,539	509	868	327
Sales representatives, finance and business services	1,558	514	870	639	687	418
Insurance sales	388	513	237	608	151	441
Real estate sales	341	507	161	686	180	405
Securities and financial services sales	225	707	164	805	61	528
Advertising and related sales	128	504	61	523	68	477
Sales occupations, other business services	475	469	247	598	228	376
Sales representatives, commodities, except retail	1,326	596	1,037	623	289	501
Sales workers, retail and personal services	2,885	258	1,210	336	1,676	219
Sales workers, motor vehicles and boats	242	464	222	479	19	(*)
Sales workers, apparel	173	219	41	(*)	132	211
Sales workers, furniture and home furnishings	99	345	57	413	42	(*)
Sales workers, radio, television, hi-fi, and appliances	119	350	90	383	29	(*)
Sales workers, hardware and building supplies	152	357	127	379	25	(*)
Sales workers, parts	130	320	120	323	9	(*)
Sales workers, other commodities	608	253	204	314	404	225
Sales counter clerks	101	269	33	(*)	68	232
Cashiers	1,081	215	231	242	850	210
Street and door-to-door sales workers	114	311	45	(*)	69	284
Administrative support, including clerical	14,384	350	3,183	440	11,202	332
Supervisors	745	497	322	595	424	448
General office	452	465	153	606	299	423
Financial records processing	87	494	23	(*)	64	480
Distribution, scheduling, and adjusting clerks	160	545	113	558	47	(*)
Computer equipment operators	688	374	242	446	446	348
Computer operators	681	374	240	450	441	348
Secretaries, stenographers, and typists	3,689	342	59	387	3,630	341
Secretaries	3,183	343	28	(*)	3,154	343
Typists	470	327	23	(*)	447	326
Information clerks	995	288	126	340	869	283

Occupation	1990					
	Both Sexes		Men		Women	
	Number of workers	Median weekly earnings	Number of workers	Median weekly earnings	Number of workers	Median weekly earnings
Interviewers	144	$604	28	(*)	116	$300
Hotel clerks	64	234	23	(*)	41	(*)
Transportation ticket and reservation agents	99	394	41	(*)	58	369
Receptionists	536	273	16	(*)	520	272
Records processing occupations, except financial	633	323	111	360	521	320
Order clerks	175	421	43	(*)	132	415
Personnel clerks, except payroll and timekeeping	66	355	6	(*)	60	352
Library clerks	58	281	7	(*)	51	278
File clerks	188	283	32	(*)	155	279
Records clerks	119	318	20	(*)	99	316
Financial records processing	1,663	338	153	400	1,510	332
Bookkeepers, accounting, and auditing clerks	1,236	338	103	391	1,134	335
Payroll and timekeeping clerks	171	367	21	(*)	150	355
Billing clerks	164	312	13	(*)	151	307
Cost and rate clerks	56	346	11	(*)	45	(*)
Duplicating, mail and other office machine operators	55	290	22	(*)	33	(*)
Communications equipment operators	179	319	26	(*)	153	313
Telephone operators	170	319	22	(*)	148	313
Mail and message distributing occupations	796	514	546	520	250	499
Postal clerks, except mail carriers	263	552	157	546	106	559
Mail carriers, postal service	306	554	241	562	65	525
Mail clerks, except postal service	135	300	76	321	60	268
Messengers	92	315	73	313	19	(*)
Material recording, scheduling, and distributing clerks	1,576	358	935	385	641	325
Dispatchers	201	381	93	480	107	325
Production coordinators	190	494	97	582	93	434
Traffic, shipping, and receiving clerks	468	323	345	339	122	288
Stock and inventory clerks	494	346	286	373	208	326
Weighers, measurers, and checkers	72	373	41	(*)	32	(*)
Expediters	91	325	33	(*)	59	303
Adjusters and investigators	978	384	242	477	736	364
Insurance adjusters, examiners, and investigators	316	407	81	511	235	376
Investigators and adjusters, except insurance	464	379	116	458	348	358
Eligibility clerks, social welfare	82	359	9	(*)	73	354
Bill and account collectors	117	366	37	(*)	79	364
Miscellaneous administrative support	2,388	319	398	388	1,990	311
General office clerks	553	323	109	355	444	319
Bank tellers	302	273	22	(*)	280	270
Data entry keyers	406	316	52	379	354	312
Statistical clerks	77	427	24	(*)	53	373
Teachers' aides	232	246	7	(*)	225	246
Service occupations	9,007	268	4,476	320	4,561	230
Private household	310	172	12	(*)	298	171
Child care workers	139	132	2	(*)	137	134
Cleaners and servants	142	190	7	(*)	135	189

Occupation	1990					
	Both Sexes		Men		Women	
	Number of workers	Median weekly earnings	Number of workers	Median weekly earnings	Number of workers	Median weekly earnings
Protective services	1,738	$468	1,523	$477	216	$405
Supervisors	171	615	156	637	16	(*)
Police and detectives	87	645	77	676	9	(*)
Firefighting and fire prevention	207	590	201	594	6	(*)
Firefighting	195	595	192	596	3	(*)
Police and detectives	809	507	700	512	109	483
Police and detectives, public service	465	559	411	569	54	519
Sheriffs, bailiffs, and other law enforcement officers	103	445	90	454	12	(*)
Correctional institution officers	241	449	199	448	42	(*)
Guards	550	304	466	309	85	263
Guards and police, except public service	521	307	450	310	71	274
Service occupations, except private household and protective	6,959	248	2,942	273	4,017	231
Food preparation and service occupations	2,645	220	1,263	243	1,382	206
Supervisors	222	285	95	346	127	245
Bartenders	170	248	81	276	89	226
Waiters and waitresses	596	208	150	266	445	194
Cooks, except short order	1,002	226	585	248	417	206
Food counter, fountain, and related occupations	99	184	32	(*)	67	178
Kitchen workers, food preparation	58	215	15	(*)	43	(*)
Waiters' and waitresses' assistants	144	206	101	205	42	(*)
Miscellaneous food preparation	317	209	183	205	134	215
Health service occupations	1,470	263	164	300	1,306	260
Dental assistants	107	300	1	(*)	106	300
Health aides, except nursing	320	287	57	314	263	281
Nursing aides, orderlies, and attendants	1,043	251	105	284	937	248
Cleaning and building service occupations	2,036	272	1,306	299	730	232
Supervisors	137	365	92	417	45	(*)
Maids and housemen	423	220	98	279	325	211
Janitors and cleaners	1,437	280	1,079	294	358	248
Personal service occupations	808	252	209	297	599	239
Hairdressers and cosmetologists	240	247	26	(*)	214	239
Attendants, amusement and recreation facilities	77	228	45	(*)	32	(*)
Public transportation attendants	51	635	10	(*)	41	(*)
Welfare service aides	57	253	7	(*)	50	245
Child care workers	184	203	14	(*)	169	200
Precision production, craft, and repair	11,062	477	10,169	488	893	316
Mechanics and repairers	3,808	476	3,669	477	139	459
Supervisors	238	586	220	594	18	(*)
Mechanics and repairers, except supervisors	3,571	469	3,450	470	121	450
Vehicle and mobile equipment mechanics and repairers	1,422	425	1,411	425	10	(*)
Automobile mechanics	649	393	646	393	3	(*)
Bus, truck, and stationery engine mechanics	284	458	283	458	1	(*)

Occupation	1990					
	Both Sexes		Men		Women	
	Number of workers	Median weekly earnings	Number of workers	Median weekly earnings	Number of workers	Median weekly earnings
Aircraft engine mechanics	102	$576	100	$582	2	(*)
Automobile body and related repairs	138	403	138	403	-	-
Heavy equipment mechanics	153	509	151	511	1	(*)
Industrial machinery repairers	491	480	475	482	16	(*)
Electrical and electronic equipment repairers	633	563	576	576	56	499
Electronic repairers, communications, and industrial equipment	151	472	137	485	14	(*)
Data processing equipment repairers	149	585	135	603	15	(*)
Telephone line installers and repairers	61	602	56	611	5	(*)
Telephone installers and repairers	181	626	163	629	18	(*)
Miscellaneous electrical and electronic equipment repairs	57	502	53	510	4	(*)
Heating, airconditioning, and refrigeration mechanics	210	447	210	446	1	(*)
Miscellaneous mechanics and repairers	797	462	761	467	37	(*)
Office machine repairers	76	452	71	448	5	(*)
Millwrights	89	550	88	547	1	(*)
Construction trades	3,653	479	3,603	480	50	394
Supervisors	486	590	481	592	5	(*)
Construction trades, except supervisors	3,167	457	3,122	459	44	(*)
Brickmasons and stonemasons	134	506	134	506	-	-
Carpet installers	51	376	50	380	1	(*)
Carpenters	861	412	849	413	11	(*)
Drywall installers	110	443	108	440	1	(*)
Electricians	605	524	596	526	9	(*)
Electrical power installers and repairers	115	593	112	595	3	(*)
Painters, construction and maintenance	284	382	274	386	10	(*)
Plumbers, pipefitters, and steamfitters	366	508	363	508	3	(*)
Concrete and terrazzo finishers	59	414	59	414	-	-
Insulation workers	51	436	50	431	1	(*)
Roofers	137	341	137	341	-	-
Structural metal workers	52	569	52	569	-	-
Extractive occupations	142	582	141	584	1	(*)
Precision production occupations	3,459	470	2,755	508	703	300
Supervisors	1,306	546	1,104	586	202	363
Precision metalworking	823	497	786	502	37	(*)
Tool and die makers	148	557	145	563	3	(*)
Machinists	464	486	448	491	16	(*)
Sheet-metal workers	113	493	105	496	7	(*)
Precision woodworking occupations	54	356	47	(*)	8	(*)
Precision textile, apparel, and furnishings machine workers	118	296	58	356	61	249
Precision workers, assorted materials	448	313	194	376	255	291
Electrical and electronic equipment assemblers	278	298	93	342	185	286
Precision food production occupations	336	308	235	374	101	239
Butchers and meat cutters	221	314	172	378	49	(*)

Occupation	1990					
	Both Sexes		Men		Women	
	Number of workers	Median weekly earnings	Number of workers	Median weekly earnings	Number of workers	Median weekly earnings
Bakers	82	$304	49	(*)	33	(*)
Precision inspectors, testers, and related workers	110	500	81	557	29	(*)
Inspectors, testers, and graders	102	504	76	549	26	(*)
Plant and system operators	263	546	251	553	11	(*)
Water and sewage treatment plant operators	58	467	57	466	1	(*)
Stationary engineers	110	562	105	567	4	(*)
Operators, fabricators, and laborers	14,932	339	11,257	378	3,675	262
Machine operators, assemblers, and inspectors	7,350	325	4,510	391	2,840	260
Machine operators and tenders, except precision	4,849	313	2,936	381	1,913	247
Metalworking and plastic working machine operators	421	403	352	430	69	311
Lathe and turning machine operators	55	406	51	428	4	(*)
Punching and stamping press machine operators	107	354	79	408	28	(*)
Grinding, abrading, buffing, and polishing machine operators	120	410	103	427	17	(*)
Metal and plastic processing machine operators	160	352	131	382	29	(*)
Molding and casting machine operators	94	326	70	379	24	(*)
Woodworking machine operators	149	295	131	297	18	(*)
Sawing machine operators	100	292	88	294	12	(*)
Printing machine operators	398	409	301	431	97	309
Printing machine operators	279	410	239	424	39	(*)
Textile, apparel, and furnishings machine operators	1,133	228	242	295	891	217
Winding and twisting machine operators	72	289	20	(*)	52	269
Textile sewing machine operators	663	214	78	255	585	211
Pressing machine operators	105	222	34	(*)	71	211
Laundering and dry cleaning machine operators	142	220	44	(*)	99	207
Miscellaneous textile machine operators	71	293	41	(*)	30	(*)
Machine operators, assorted materials	2,568	336	1,766	381	802	271
Packaging and filling machine operators	408	264	164	296	244	250
Mixing and blending machine operators	113	372	102	378	11	(*)
Separating, filtering, and clarifying machine operators	64	523	56	525	9	(*)
Painting and paint spraying machine operators	182	385	158	400	25	(*)
Furnace, kiln, and oven operators, except food	103	467	98	475	5	(*)
Slicing and cutting machine operators	189	319	148	357	41	(*)
Photographic process machine operators	77	315	39	(*)	38	(*)
Fabricators, assemblers, and hand working occupations	1,704	352	1,178	398	526	282
Welders and cutters	552	423	527	428	25	(*)
Assemblers	1,010	320	578	370	432	287
Production inspectors, testers, samplers, and weighers	797	363	396	461	402	300
Production inspectors, checkers, and examiners	646	375	316	483	330	304
Production testers	55	435	33	(*)	22	(*)
Graders and sorters, except agricultural	91	273	43	(*)	48	(*)
Transportation and material moving occupations	3,948	413	3,721	418	227	314

Occupation	1990					
	Both Sexes		Men		Women	
	Number of workers	Median weekly earnings	Number of workers	Median weekly earnings	Number of workers	Median weekly earnings
Motor vehicle operators	2,792	$402	2,604	$409	188	$305
Supervisors	65	521	53	552	12	(*)
Truck drivers, heavy	1,614	430	1,586	432	28	(*)
Truck drivers, light	570	321	533	323	38	(*)
Drivers-sales workers	172	438	162	446	10	(*)
Bus drivers	226	354	138	405	89	305
Taxicab drivers and chauffeurs	110	308	101	314	10	(*)
Transportation occupations, except motor vehicles	159	686	156	686	3	(*)
Rail transportation occupations	107	717	104	716	3	(*)
Water transportation occupations	52	547	52	550	-	-
Material moving equipment operators	996	415	961	417	35	(*)
Operating engineers	215	504	213	506	2	(*)
Crane and tower operators	91	477	89	479	2	(*)
Excavating and loading machine operators	79	431	79	431	-	-
Grader, dozer, and scraper operators	86	409	85	409	1	(*)
Industrial truck and tractor equipment operators	420	373	398	371	22	(*)
Miscellaneous material moving equipment operators	68	404	60	422	8	(*)
Handlers, equipment cleaners, helpers, and laborers	3,635	298	3,027	308	608	250
Helpers, construction and extractive occupations	117	277	113	279	4	(*)
Helpers, construction trades	107	272	103	274	4	(*)
Construction laborers	666	347	647	348	19	(*)
Production helpers	74	314	64	313	10	(*)
Freight, stock, and material handlers	1,053	288	857	302	196	227
Stock handlers and baggers	427	228	309	242	118	209
Machine feeders and offbearers	75	280	50	309	24	(*)
Garage and service station related occupations	147	235	144	237	4	(*)
Vehicle washers and equipment cleaners	176	249	152	251	24	(*)
Hand packers and packagers	255	258	100	262	154	255
Laborers, except construction	1,112	309	918	320	194	258
Farming, forestry, and fishing	1,423	257	1,253	263	171	216
Farm operators and managers	69	348	58	360	11	(*)
Farm managers	61	363	53	369	8	(*)
Other agricultural and related occupations	1,265	250	1,109	256	156	212
Farm occupations, except managerial	628	233	542	239	86	206
Farm workers	561	229	492	234	70	202
Related agricultural occupations	637	271	566	276	70	222
Supervisors, related agricultural	64	392	60	394	4	(*)
Groundskeepers and gardeners, except farm	500	267	478	267	22	(*)
Animal caretakers, except farm	52	228	21	(*)	31	(*)
Forestry and logging occupations	74	314	71	313	3	(*)
Timber cutting and logging	53	314	52	313	1	(*)

* Data not shown where base is less than 50,000.

NOTE: N.E.C. is an abbreviation for "not elsewhere classified" and designates broad categories of occupations which cannot be more specifically identified.

Competency 6.0

Understanding the continuing changes in male/female roles.

Indicator 6.03

Identify disadvantages of stereotyping occupations.

Indicator 6.03: Students will be able to identify disadvantages of stereotyping occupations.

Time: One hour

Content	Instructional Strategies	Instructional Resources
Barriers to entering nontraditional occupations	Brainstorm barriers to women entering nontraditional occupations	Flipchart
Other barriers to NTO • Internal • External	Instructor Notes, discussion	The Real Barriers

The Real Barriers

Women already in nontraditional work will tell you again and again not to let the barriers stop you. Nevertheless, you must have a realistic understanding about what the true problems are. What are some of the things that could prevent you from succeeding in a nontraditional job or even from choosing a nontraditional career? And what are some of the solutions to these problems? This section deals with both.

Internal Barriers

Internal barriers are real barriers that come from within yourself rather than the employer or others. They may be ideas that come **only** from yourself such as, "I'm just not smart enough to go back to school." Of they may be ideas which you share with employers, such as "This is a man's job" or "I'm not strong enough to do that." Sex stereotyping, lack of confidence, age, and concern for femininity are particularly troublesome internal barriers.

Sex Stereotyping

Basically, sex stereotyping is a myth that is unfounded in reality. But because it is so frequently accepted and so firmly believed in by women as well as men, it can also be a very real barrier. A recent study by Rj Associates for the U.S. Department of Education showed that girls who chose to go into nontraditional high school vocational courses generally did so with the encouragement of a male -- not female -- vocational teacher. It was also found that girls in the same schools were more influenced to take nontraditional courses by male counselors that by female counselors. And it was found that the mothers of these girls -- who influenced their daughter's career choices more than fathers -- generally encouraged the girls toward traditional careers.

Reprinted from *Time for a Change: A Woman's Guide to Nontraditional Occupations* by permission of Ellis Associates, Inc.

In addition, some women working in nontraditional jobs reported more negative responses from women in their families than from their co-workers. Linda O., the truck driver, found her father was "all for it -- Dad always wanted a son and didn't have one. But Mom was skeptical." That was only initially, however, and "now she's behind me, too." Susan F., and electrician, had no problem with the men in her family either. But "my mother and a few female relatives were apprehensive. They though it would be too hard for me."

Family responses to women entering nontraditional work will be discussed in more detail later; it is important here to see the part that women themselves often play in sex stereotyping. In more recent years, many women and men have changed their views toward traditional work of both sexes. Women in the factories and the science labs and the construction sites all have proved that women can do "men's jobs." But if you don't believe you can do it – you can't.

Lack of Self-Confidence

Many women find it hard really to believe in their own physical, mental, and emotional abilities. This suggests another of the internal barriers -- a lack of self-confidence. Even the most secure women have self-doubts at some time. Younger women who haven't "proved" themselves in a traditional career may not be sure they can handle a nontraditional one.

If you are older, you may be one of thousands of women who have been through a divorce, separation, or are widowed. Nontraditional work may be what you need because it pays enough to support both yourself and your family. But you may be feeling low and a little overwhelmed by the thought of starting over at your age. It may be hard to see yourself succeeding in a nontraditional job. There may appear to be too many obstacles.

If you feel that nontraditional work might be good for you but you just aren't sure, finish this book. Then head for the nearest women's nontraditional program, women's counseling center, or support program. If you are older and divorces, widowed, or separated, you can also contact a displaced homemaker program if your community has one.

Most nontraditional and women's programs offer group and individual counseling. This will help you explore your feelings about both traditional and nontraditional work. Orientation classes are also offered in some programs. They present the pros and cons of your career options and help you come to a career decision. Some programs may arrange field trips and give you a chance to actually use different tools and try different nontraditional tasks.

At the least, such programs will help you explore your interests, aptitudes and skills. They will help you build confidence so that you can make a valid career decision. To locate nontraditional and women's programs in your community, check with State Employment/Job Service Centers, junior and community colleges, and technical and vocational schools. Programs are sometimes listed in the Yellow Pages and advertised in the newspapers as well. In addition to special programs, many schools have counselors, career centers, and/or student service programs which should help you. There are also a wide range of self-help books available at the public library. Just ask a librarian for books on confidence-building and career decision-making.

Age

"You can't teach an old dog new tricks" is a well-known, often-accepted saying. And yet the same women who believe they are too old to train in a new career -- or even a first one -- are often the very ones who need training the most.

Many women in their late thirties and above are widowed, divorced, or separated. Others may be experiencing the "empty nest syndrome": the kids are grown up and -- for the first time in many years -- they are free to take outside jobs. It may not even be a matter of choice. Inflation may be eating into their husbands' incomes and family savings. They will have to work outside the home in order to maintain their standard of living or save for retirement. Single women and many married women may have outside jobs already, but the pay may be too low to really meet their financial needs.

Thus, many women have though about training or re-training. They would like to begin a career or make a career change. For these women age can be an external barrier. Many apprenticeship programs, for example, have upper age limits. Although age discrimination in hiring practices is illegal, it is difficult to enforce the law. Also, it probably will be some time -- if ever -- before apprenticeships are affected.

Often, however, concern about age is an internal thing. Many women are discouraged by what they believe to be an age barrier. They may feel overwhelmed by the though of months of training. They wonder if they are too old to learn and if they are physically able to handle the work. Such concerns can be eased by a visit to an adult education or continuing education center. Most junior or community colleges and vocational-technical schools and high schools recognize that there are many adults whose skills are rusty or who have never had formal training. They offer special services and programs for these individuals. Many of the programs -- especially those offered by public institutions -- are free or low-cost.

If you are older and widowed, divorced, or separated, you may also qualify for displace homemaker programs. These programs are offered by CETA and some vocational schools or junior or community colleges. Some private community agencies give special assistance to displaced homemakers as well.

All of these programs provide information and counseling to adult women who are interested in furthering their education and training. They can tell you which jobs do not require special physical strength or stamina they will help you decide what jobs are best suited to your interests, abilities, and experience. They will reassure you that you age will not prevent you from learning and that you will not be out of place in their classes. You will meet other women at these centers who may have the same concerns as you. You will discover that many men and women enrolled in school are older than you. Some will even be retired. You may find studying and getting back "into the swing" difficult at first. Counselors will be available, however, to help you with any problems. Stated simply-- you will not be alone.

Once you are trained, teachers and/or school placement personnel will help you get a job and deal with employers who might be concerned about age. If there is a shortage of workers in your field, you will have little or no difficulty because of your age. Even when there is no shortage, employers want not only well-trained workers, but dependable workers. Maturity, dependability, and motivation are your strong points. Many employers recognize this and some may even prefer older workers. If a field is overcrowded, however, age could, certainly, be a problem. It would be best to avoid such fields -- but this is true for younger workers as well.

Concern for Femininity

Some women considering a nontraditional career may be concerned about their femininity. Others -- even other women -- may tell you that only "masculine" women do such "unfeminine" work. This is a myth, but the concern is real. Does nontraditional work, in fact, make you less of a woman? Does it even necessarily make you **feel** unfeminine?

Such questions can be best answered by women actually working at nontraditional jobs. They are unanimous in their responses. An electrician apprentice declares: "I know I'm Deirdre M. -- my femininity isn't threatened. I know what's under all those layers of dirt and thermal underwear." Pat B., avionics trainee, believes "a lady is a lady -- it didn't change me any. Some women try to be more feminine on the job to attract men" she observes. "Others become masculine to fit in, to be comfortable with men -- but they **feel** feminine. When a man claims a woman is really trying to be a man, that's dumb -- it's just to hold you back. It's not being a man to want to earn a better living. Don't you believe that." Deborah P., the teamster, agrees: "No, no difference in my sense of femininity. I feel really good about myself."

Other Internal Barriers

But even if you're the most feminine, confident woman in the world, there may be other things keeping you from going into nontraditional work. It may be that you are just not ready to make a career choice. You may need to know a lot more about the work-world and about specific kinds of work before you can or should make such an important choice. Or the barrier may be more subtle -- "What if I can't hack it? What if I fail?" An even greater concern, perhaps, may be the consequences of succeeding. "What if I **do** make it? What will that do to my family? My friends? To me?"

These are deeper issues you may need to deal with. Many women find that there is no real change in lifestyle at all. Others find that just having a job can change lifestyles and relationships. Your success in what has been traditionally regarded as a "man's job" may be threatening to others. Your success at **any** job can be a threat for some, as can the independence you may gain, both emotional and financial. Your family may need to make adjustments. Some of your friends may find it difficult to accept your decision.

Whatever the effects, the concern may still be there. Many women find it helpful to "talk through" their concerns not only with their families, but with a counselor. Counselors can help you prepare for the possibilities. They can explore with you your feelings about the changes that a nontraditional career may cause. They can help you deal with problems if they arise and offer support and guidance.

External Barriers

We have already talked about the myths surrounding women in nontraditional jobs and the answers to them. We have seen how some of those myths become real barriers when they come from within ourselves (internal). But what about the other ones which are not myths and do not come from within ourselves? What about the ones created by employers, co-workers, inflation, or simply "circumstances?"

These are external barriers. They are not myths, but cold, hard reality. They may involve one or several problems. Because they come from outside ourselves, we have less control over them. This section discusses some of the areas which may present problems for women considering nontraditional work. It also suggests some ways of dealing with them.

Finances

You may be fairly certain that you want to try nontraditional work. But perhaps you are single, widowed, separated, or divorced. You have prepared a budget and, after cutting expenses as much as possible, there is little left over for training. Even if you're married, your husband may be unemployed or it may take every penny of his income to pay the rent and the monthly bills. Perhaps you were a sales clerk before you were married. It might be easy to go out and get another sales job. Or you've already trained as an LPN and there are plenty of jobs available. Does that mean you should forget nontraditional training? ABSOLUTELY NOT!

There are a number of sources of financial assistance available for training. Financial aid programs you should look into are:

- Basic Education Opportunity Grants (BEOG)
- National Direct Student Loans
- Supplemental Education Opportunity Grants (SEOG)
- College Work-Study
- Guaranteed Student Loans
- School Work-Study or Cooperative Education Programs

A few of these programs, such as the BEOG and SEOG offer grants which do not have to be repaid. They only require that your income be below a certain level.

In addition to the federal programs, there may also be county and state financial aid programs as well as scholarships available through some organizations. The financial aid office of any postsecondary school can give you information and application forms. You may want to have someone help you fill out the forms while you're there or set up an appointment with a financial aid counselor.

A warning about loans, however: **Read all loan agreements or contracts carefully**. Be sure you understand the exact terms of repayment. If you are taking a large tuition loan, for example, when do payments begin? How much, exactly, will the payments be? Will the school help you find a job? If you decide you don't like the course, will your money, or part of it, be refunded? If you drop out of a program, is the loan due immediately?

You have a right to answers to all of these questions. Federal "Truth in Lending" laws require lenders to make clear the terms of their loans. If the terms are not clear after reading loan agreements carefully and asking questions, do not sign. Even when you feel you understand the agreement, it is often helpful to have a friend or relative read it and see if he/she understands it the same way you do. Remember, you cannot be too cautious when signing financial agreements.

In addition to loan and grant programs, there are a number of federally funded training programs in each state. CETA programs, for example, are available to low-income individuals who have no outside source of support. These programs generally pay you minimum wage while you are actually attending school and may help to subsidize a job or job training in private industry.

Specialized training programs for which you may qualify include displaced homemaker programs and nontraditional programs for women. The standards used to determine who is eligible for these programs vary, but the programs are generally free or low-cost to low-income women. Some are open to all women and fees are based on your ability to pay. Many vocational and area technical schools charge small fees and are open to county and/or area residents. Some training programs even include reimbursement for day care for pre-school children. Many programs and schools will help you get part-time jobs to give you an income while you are training. "Open-entrance -- open exit" programs let you start and finish your program at your own pace, often cutting training time in half if you can complete the work quickly.

In addition to school financial aid offices, many community agencies can direct you to financial help. These may include local information and referral services, women's centers, or human resources centers.

Perhaps it is impossible, however, for you to take any lengthy training. You may still enter a nontraditional field by finding an employer who trains workers without previous training or experience. Occasionally, but not frequently, an employer will do this when skilled workers are hard to get. Check with a women's center or State Employment/Job Service office for help in identifying such employers.

Some women use traditional jobs as a means of observing and getting into nontraditional ones. They take lower-paying entry-level traditional jobs or stay in the ones they already have. They can then afford to take refresher courses or nontraditional training at night. Or they may save their money until they can afford full-time training. Large employers sometimes pay for training as a part of their benefits package.

Others observe nontraditional jobs as full-time or temporary office workers. They familiarize themselves with nontraditional jobs duties to get an idea of what the job is actually like. Still others upgrade themselves through company or union-sponsored training programs. They keep their traditional jobs while they train. Some employers make it a policy to select workers for upgrading from within their companies. This way, they can better judge the employee's motivation, skills, and suitability to the new job. Such upgrading often involves jobs which are nontraditional for women.

Besides employer training programs, there are some apprenticeships, which pay as you learn. Check on availability and age restrictions first, however, as apprenticeships are limited in both respects. If apprenticeships are available in a field you are interested in, it is important that you get help in preparing for the exams and interviews. You may need some tutoring in math and spatial parts of the exam. You must also be prepared for the tough interview before the Apprenticeship Committee. A minority recruitment training program may be helpful if your community has one. Services are generally free to everyone, minority or not. A women's center or your county, city, or state Commission on the Status of Women should be able to direct you to help in this area.

Financial aid can be difficult -- but not impossible -- to get. It may mean a few months of hard work and financial struggle. But you will have a high-paying nontraditional job with good advancement opportunities when you finish.

Child Care

Finding and paying for adequate child care is a problem for many women who work. Child care can cut deeply into a good paycheck. Paying for adequate child care when you're in school with no salary at all may seem impossible. In some cases it is. Many women work it out with relatives and friends; others get help from community services. CETA training programs, for example, generally pay you an extra amount for child care. There are also child care agencies which have sliding fee scales for low-income women. Women's centers may help you form your own co-op with other women who also need daycare. You won't all be attending class at the same time and may be able to exchange baby-sitting services.

State welfare offices and local referral services can give you information regarding child care agencies in your community. Churches and religious organizations often operate centers themselves or can refer you to quality centers. It is important that you know something about the quality of the care provided before selecting a daycare center.

Vocational/Academic Preparation

A major problem women most frequently run into once they begin nontraditional training involves their vocational and/or academic preparation. They quickly learn the importance of a solid background and skills in math, science and the use of tools. Renee W. discovered this as a carpenter's apprentice. She found that "the hardest part of my training was learning to use the tools, not to break my fingernails and not to hit myself."

Women are often at a disadvantage when it comes to tools and nontraditional vocational preparation. Many boys have grown up helping their fathers in the shop and repairing things around the house. They may have spent hours working on old cars, setting up stereo and ham radio equipment, and building airplane and ship models. They may have been involved in a lot of other mechanical and technical activities which parents and society consider appropriate for boys -- but not for girls. All of these things are ideal preparation for the crafts and trades.

But when a woman sets out to be an air-conditioning mechanic, she may not know a pipe cutter from a metal snip. And there's the question of how to hold them and what to do with them. Then, too, in the past, high school girls were not usually encouraged to "take all the math and science courses you can get." Calculus, trigonometry, chemistry, physics -- many girls didn't give them a second thought. And counselors and teachers often didn't tell them they should. Some still don't. Many girls and women still think that math is too hard, that they won't be able to do it. So they leave it to the boys.

When you begin nontraditional training you may need some extra courses, especially in math, to bring your preparation level up. You may need a high school diploma before you can get into a particular program. If so, you will need to attend General Educational Development (GED) classes and pass and exam to get an equivalency diploma. Of you may just need some basic math and science courses. You can get these through learning-development or remedial centers at junior or community colleges, vocational or technical schools, adult education programs, or evening high schools. Counselors can recommend and help you get the courses you may need.

In some areas, there are short-term pre-apprenticeship programs, too. These will give you some basic training right on the worksite. You can then "get your feet wet" and see how you like it before committing yourself to a training program.

It may even be possible to take developmental and/or refresher courses at the same time you take courses toward your program. The pressure and the added workload can be tough, however. Jennifer B., a drafter, warns about being "careful of starting out too advanced. Don't let advisors push you to go through courses you're not prepared for. Start out with algebra, not trigonometry. Start with basic courses that will help you later on."

Tough as it may sound -- and it may be tough -- there is a bright spot. Some vocational instructors report that many of the female students learn and understand the "book material" of male-oriented courses better than the males -- and get better grades too. Some teachers also report, as might be expected, that males often do better in the "doing" part of the courses -- in the application of the "book learning." Remember that really **understanding** how something should be done, and how it works is more important in the long run than being immediately comfortable with the tools you do it with. If you understand the theory well, time and practice will make you more efficient in the application. Perhaps the most important thing to remember about nontraditional training is not to be afraid to ask questions. Your teacher needs to know when you don't understand something. It may be that the material isn't clear or that you don't have the background to grasp it without further explanation. Whichever the case, you may be surprised to find that some of your male classmates were probably wondering the same thing!

It won't be easy to solve problems. You will need to be resourceful, creative, and persistent in finding solutions. Nontraditional programs, women's programs and counseling centers can help you and offer some good ideas. And, more than likely, you can do the rest yourself.

Social Attitudes

When Rosalyn S. became a mechanic, she joined her husband, father and brother in the company. She and her husband work together. Cheryl W., a carpenter, says her children are "very enthusiastic

-- they like it. But I made them enthusiastic by making them think it is a very positive thing -- which I feel it is." Catherine F., the electrician, was afraid to tell her brothers at first. "But they were receptive -- they gave me my father's tool case and told me I was carrying on the family tradition. My father, three brothers and I all belong to the same union now." But Catherine never saw it as "nontraditional" to begin with.

Not all of the stories are this heartwarming and simple. For some women, the opposition is so great it takes real courage. When Patricia H. went into plumbing, heating and air-conditioning, "My family thought I was crazy." Linda O., the truck driver whose father had always wanted a son, had no problem with her father. Her mother, however, was not so sure about it. Joan C., machinist, reports that her husband "loves it;" that he didn't feel the burden of supporting the family as much. But Joan also cautions that "for some women it's very threatening in relationships. Many husbands are supportive. For women whose husbands aren't, they leave their jobs here and become someone else at home."

Family, friends and neighbors -- all share in the "man's work -- woman's work" myths. No matter how much they care about you, they may not understand why you want t do what they see as a "man's job." and even if they understand, they may not be able to get over the emotional part of the myth -- they may not be able to even "approve," to say nothing of giving you their full and wholehearted support.

And yet, in taking such a step, you may want and need that approval and support. It will be important to you just to survive the pressure. You need to know that **someone** agrees with you wholeheartedly, that **someone** believes you can do it, that **someone** really wants to see you succeed. You may feel let down, disappointed, and even angry if others close to you can't "handle" what you're doing. On the other hand, you may find that some or even most of them accept it very well. They may provide just the kind of support you want and need. In that case -- terrific! It is probably best, however, to be prepared for what most women run into: mixed reactions -- some good, some bad, and some indifferent.

Nevertheless, keep in mind the likelihood that as more and more women enter nontraditional jobs the social shock will wear off. In time it will be easier for women and their families. And where women do lack support from their families, nontraditional programs, women's programs, and counseling centers can provide it.

Joan C. even found it on the job. "Women in my factory develop their own support network -- we have parties together, celebrate promotions, etc." Women's centers and nontraditional programs often encourage women just entering the field to join such support groups. They can air their problems and get encouragement when the going is rough. They can share tips on how to handle different problems when they arise. You can find such groups at counseling and training centers, at work, or in your classes. If there are no support groups already established, many women create their own. Regardless of where you find them or who initiates them, a "support network" will be a big help in overcoming the social pressures you may run into.

Harassment, Isolation, and Discrimination

There can be still other problems caused by negative social attitudes. You may be isolated on the job to an extent, simply by the fact that you are a woman. You may be the only woman, or one of only a few women on the job. The isolation will be increased it the men in your line of work don't understand your need and/or desire for nontraditional work. They may feel threatened by you, especially if you sound strongly feminist.

Knowing what to expect and preparing yourself for it before going on the job, however, is sometimes enough to prevent problems. You should know, for example, that men in the industrial, mechanical, and construction industries may be more difficult to deal with than men in the scientific, engineering, and technical fields. Resentment may be more openly expressed by men in the more "masculine" crafts and trades.

On the other hand, you may be pleasantly surprised and meet with only a kind of "freshman hazing." Many new male workers meet with this as well. Whatever actually happens, however, it's wise to be prepared for some resistance. When you walk onto the worksite for the first time, you will need confidence, a lot of respect for yourself, and a strong belief in and desire to do what you're doing.

The women already in nontraditional jobs can best describe the wide range of responses you can expect from male co-workers. Many women in the technologies report little or no discrimination or harassment. Nevertheless, Patricia B., the air-conditioning technician, found out that although "no one says 'get out of here,' the snickers behind the hands made me feel foolish." Susan F., the electrician, found more hostility in the construction field. "I had an idea that I wasn't going to be accepted as just another worker. But I was really surprised about the way the men acted towards me -- it was worse than I thought it would be."

On the other hand, Rita S., the operating engineer, was delighted with her reception: "I went into it expecting harassment. But it was unbelievable the respect I've been getting from the men -- it's more than I ever got as an office worker."

In addition to winning your co-workers over, you may also have to win your supervisors over. Reactions from them can vary as much as your co-worker's reactions. They can range from acceptance and support to harassment and/or outright discrimination.

Miriam W., a pipe fitter, found that "my foreman felt any woman in that work was only there to 'hustle.' But he finally accepted me and changed a lot of minds. It still took longer for me to get raises than it did the men, though." Anna T., a metal craft worker, had a similar experience: "My supervisor wasn't geared to helping, or taking a special interest in women's needs. He didn't give me the experience I needed on the job, the opportunities.

Charmaine P., an electrician's apprentice, met with more than a lack of interest: "Everybody has some setbacks – you just have to find another way to handle the problem. It was real tough for me. **Everyone** said I was doing a swell job -- and I even knew I was. But the foreman put 'Not doing her share of work' on my record, just because he didn't want a woman on the job. Man, that was tough to take! I wanted to quit, then I talked to myself . . . and I'm going all the way to the finish line."

Bonnie S., who works for a paper company, found a completely different attitude with her supervisors. "Really goo things happened to me. I had understanding supervisors who answered by question. It's very important to have good supervisors."

The range of reactions to women in nontraditional jobs, then, can be great. Cheryl W., the carpenter, sums it all up philosophically. "The worst of it is getting the men to give you a chance to learn. There is a political struggle -- you have to find a common ground and establish it with the men. You realize that you're representing all women, and you have to fight your own prejudices. Otherwise you may jeopardize other women coming into the trades. But believe you can do it and you can."

Overcoming Harassment, Isolation, and Discrimination

Clearly there is no way to predict what your experience will be when you apply for or accept a nontraditional job. Ultimately, your acceptance will depend a great deal on a combination of things: the job, the employer, the particular group of men you are working with, and your own skills, attitude and approach. Although it may seem slight at times, you do have a degree of choice in all of these items.

As noted at the beginning of this section, the occupational field you select may be related to the degree and kind of harassment you may encounter. If you are certain that you cannot or do no wish to deal with the possibility of harassment and/or isolation or discrimination, you can choose your occupation from the more "neutral" career fields. These include the engineering and science technologies and the better-paying jobs in the health field.

Even then, however, you may want to ask some questions before you apply for a job. You might find out, for example, whether a particular employer has other women in nontraditional jobs and how satisfied those women are with their employer and co-workers. Your school placement office, or local State Employment/Job Service representative should be able to give you such information before you submit your application or go for an interview. Other working women may also know the "reputations" of local employers. You can then place your applications where you know they will be best received.

Even if you know a particular employer will treat you fairly, you still have no guarantee of how fair your co-worker and supervisors will be. If the employer has made it clear that he/she is serious about protecting women from harassment or discrimination, supervisors are likely to follow suit. Co-workers, however, cannot be controlled so easily. Some jobs require you to move from different job sites frequently -- as in the construction trades, for example. You will then have a new supervisor and new co-workers to deal with each time you are reassigned. One group may react to you quite differently, of course, from another group.

Many women in nontraditional jobs have found that hostility and harassment can be affected to some degree by their own attitudes and competence on the job. First of all, remember that men who will harass or discriminate against women in nontraditional jobs are generally the same kind of men who will harass or discriminate against women in traditional settings. Many women are adept at handling harassment in the traditional setting. They will find that they can apply many of the same strategies in nontraditional settings.

Nevertheless, your own basic attitudes can be as important as specific strategies. Kathy L., a painter, believes "you've got to be a certain kind of woman to get into this kind of work -- not militant or manly. There will be a lot of jokes -- but take it easy -- laugh it off. Don't try to change 'Brotherhood' to 'Sisterhood' -- don't get so uptight." Patricia B., the air-conditioning technician, notes that a lot of the joking is just "good natured teasing" and should be taken that way. Lisa T., a construction worker, just laughs. "You've got to have an open mind. A **very** open mind." And Catherine F., the electrician, found that "lots of them -- the crew -- had chauvinistic attitudes to begin with. But they saw that I was there to get ahead, and not to champion women's rights. They saw I was trying very hard to become a good electrician, and they were more receptive."

Ethel T., a semi-truck driver, found that her directness and positive approach worked wonders. "I'm honest with them. I ask for help, for instruction. I don't try to prove I know everything because I don't. Now they look after me a little; they look out for me. It was a revelation how nice they are. It's a big mistake to try to prove you're better than they are -- treat them with the same respect you want yourself." Ethel's CB name with the other trucker is "Half-Pint -- I only weigh 100 pounds."

Joan C., the machinist, has a similar story in a factory setting. "Women can look for support from older men five to ten years from retirement. They know we aren't going to take their jobs. They know we care that they are good machinists; they're pleased to see how well we listen. They teach us things we couldn't learn any other way." Some younger men, however, she finds, are often threatened. They are too "traditional" to be able to establish such a helping relationship with female workers. Some women, on the other had, find the opposite to be true.

Linda O., the truck driver, relies on her competence on the job to change attitudes and stop harassment. "Don't fight back verbally," she cautions, "unless you have a terrific with about you. Arguing won't change anything. Just ignore them and show them how well you can do your work." Linda found that "resistant men give you the toughest, dirtiest detail to make you quit. You need to make it through this, then they'll help you."

But a positive attitude and competence in your job alone is not always enough. There will be times when you will have to assert yourself verbally as well. Learning to speak up for yourself and your rights, confidently, firmly, but pleasantly, is called "assertiveness." The result of assertiveness is that you make your point while keeping the lines of communication open. Assertiveness is opposed to aggressiveness, which prompts you to **fight** for your rights when fighting isn't necessary. Aggressiveness cuts off communication and results in alienation.

Most women's centers and nontraditional training programs offer free courses in assertiveness training. So do many community colleges and adult education programs, but there is usually a small fee for those. Many programs also provide sessions on confidence building. This could be very valuable, especially if **both** confidence building and assertiveness training are given, whether separately or together.

In most cases, supervisors or co-workers will come around. But you must be a hard and competent worker with some assertiveness skills, a lot of patience, and a sense of humor. If, after all of this and a little tie, you are still getting outright harassment, it's time to take legal steps. It is a fact that the actions of employers and supervisors can be influenced to an extent by law. It is important, therefore, that you learn your rights before you apply for a job.

You can get information about your job rights at your public library or from several different federal agencies. A very helpful publication is free from the Women's Bureau of the U.S. Department of Labor, Washington D.C., 20210. It is called "A Working Women's Guide to Her Job Rights."

Briefly, Title VII of the Civil Rights Act of 1964 and the Equal Employment Opportunity Act of 1972 make it illegal to discriminate in hiring or firing. These laws also cover wages, fringe benefits, classifying, referring, assigning, or promoting employees, training, retraining, and apprenticeships. The 1972 law covers most employers and labor unions with 15 or more employees or members.

Additionally, Title IX of the 1972 Education Amendments prohibits sex discrimination against students and employees of education programs and activities receiving federal funds. The Education Amendments of 1976 also addresses sex bias and sex stereotyping in federally funded vocational education programs. Besides such federal laws, most states have Fair Employment Practice laws.

All of these laws make discrimination on the basis of sex illegal. It is, for example, illegal to prevent you from applying for a job for which you qualify. It is illegal to refuse you training or a job for reasons based solely on sex. It is also illegal to do anything on the job or in the training that interferes with your ability to perform your work effectively -- harassment, for example. Harassment, including sexual harassment, can be a serious problem and women should be aware of the legal definition and what can be done about them. The Women's Bureau has published a list of readings on sexual harassment that you should find helpful. Write them at the address given above. There is no charge.

If you feel you have been denied a job because of your sex (or race), you have the right to file a complaint with the Equal Employment Opportunity Commission. If you are being harassed or discriminated against on the job, you may place a formal or informal complaint with your supervisor. If your supervisor is unable or unwilling to settle the problem to your satisfaction, you have a right to go the the next person up the line. (If the supervisor has tried to settle the problem and failed, he/she should take it further up him/herself.)

Generally this is all it takes to get some action. But if the problem continues, you may need to take further action. In this case, you should file a formal complaint through the appropriate company channels. Few companies will fail to respond to such action, but if they do, you may have to contact a civil rights lawyer. Some organizations such as the Civil Liberties Union and local Legal Aid societies will advise you and/or take your case free of charge or for a nominal fee.

These are the legal steps you can take to protect yourself from discrimination and harassment. Regardless of your rights and the legal steps you can take, however, even simple forms of hazing can get to you if you aren't prepared. You will need to "psych yourself up" to the isolation. You may be the only -- or one of a few -- women on the job. You will need to be prepared for possible harassment. You can research your job rights and learn assertiveness. But you can't know the depth of our own reactions until you are in the situation.

In the end it is good to listen to teamster Deborah P. "As for the hassling, every situation is different because it involves different people. If you feel better crying, that's fine -- but try to do it in private. Most important -- remember that you can make it. Don't get a down attitude -- you really can succeed!"

How Employers and Unions Can Help You Overcome the Barriers

You should have enough information to look out for your job rights yourself. You may find, however, that some employers and unions have already taken action to protect you. Many companies are experiencing a shortage of workers in a number of areas, especially new occupations or computer-related occupations. They are eager to hire any well-trained, qualified worker. Unions refer their qualified men and women to these employers. Such employers and unions will likewise take action to prevent harassment and unfair evaluation practices. Many already have.

Besides protecting workers from harassment or discrimination, some companies have gone even further. Companies that hire women for jobs where heavy lifting (of industrial machinery, diesel engine parts, etc.) is required have provided workers with hoists and pulleys. Besides making it possible for women to do the work, they often cut down greatly on back injuries and lessen fatigue for everyone. Increased production is the result. Of the more than 35,000 occupations today, there are few in which brute strength cannot be replaced by technology. Employers need only to become aware of the adjustments they can make to help women contribute to the work force.

Many employers and unions also provide free on-site training to help upgrade workers in lower-paying and/or dead-end jobs. Others send women and minorities, as well as men, to receive off-site training. They reimburse the worker for the cost. Some unions and employers have even make it possible for female workers to get pregnancy disability pay.

Competency 6.0

Understanding the continuing changes in male/female roles.

Indicator 6.04

Demonstrate behaviors, attitudes, and skills that work to eliminate stereotyping in education, family, and occupational environments.

Indicator 6.04: Students will be able to demonstrate behaviors, attitudes, and skills that work to eliminate stereotyping in education, family, and occupational environments.

Time: One hour

Content	Instructional Strategies	Instructional Resources
Public policy to eliminate stereotyping of employment and training	Handout, discussion	Women and Nontraditional Work: Public Policy
Personal account of individual in nontraditional occupation	Instructor Resource	Stereotype Cracks: Woman Climbs Poles for WPL
Dealing with stereotyped reactions about NTO career choice with family, friends, and at school	Roleplay	
	View video	**Recommended Vocational Studies Center Video(s):** Stepping out, stepping in (20 min. VHS each)
	Workbook	**Vocational Studies Center Resources:** Printed Material: Women in nontraditional occupations resource manual

Women and Nontraditional Work: Public Policy

Public policy supports by does not ensure the entrance of women into nontraditional employment and training.

JOB TRAINING PARTNERSHIP ACT

- Provides federal resources for employment and training.
- Authorizes funding for basic skills and job training in nontraditional areas.
- Aims to reduce welfare dependency and increase employment earnings.
- Targets services to special populations including women, minorities, handicapped persons and welfare recipients.

HOWEVER:

- JTPA serves only 5% of its eligible population.
- 70% of those successfully completing JPTA programs are placed in jobs at less that $5 an hour.
- In 1986 little more than 9% of all females who were enrolled in classroom training were trained for nontraditional jobs.

CARL PERKINS ACT

- Provides federal resources for vocational education.
- Focuses on sex equity in vocational education and encourages nontraditional enrollments.
- Targets single parents and homemakers through sex equity programs.

HOWEVER:

- Sex segregation in vocational enrollments has changed little in 20 years.
- In 1988 only 7.2% of school districts requested and spent sex equity funds.
- In 1988 only 5.4% of school districts received awards under single parent set asides.
- Without strong placement assistance, many female students have difficulty finding nontraditional employment after completing training.

Reprinted with permission from the National Commission on Working Women of Wider Opportunities for Women.

Competency 6.0

Understanding the continuing changes in male/female roles.

Indicator 6.05

Identify legalities of the workplace (affirmative action, sexual harassment, etc.)

Indicator 6.05: Students will be able to identify legalities of the workplace (affirmative action, sexual harassment, etc.).

Time: One hour

Content	Instructional Strategies	Instructional Resources
Legal rights of the individual	Handout Instructor Resource, discussion	• Women and Nontraditional Work: Public Policy • Equal Employment Opportunity • Major Federal Discrimination Laws
Definition of sexual harassment	Lecture, discussion	Sexual Harassment (short lecture)
Steps to take when faced with sexual harassment	Handout	Sexual Harassment
Facts about workplace sexual harassment	Instructor Resource	Sexual Harassment in the Workplace: A Fact Sheet
Information on sexual harassment and what to do	Handout	• A Working Woman's Guide to Her Job Rights • Sexual Harassment: Taking Control of the Situation • Harassment Under Wisconsin's Fair Employment Law • State of Wicoinsin: 1989 Wisconsin Act 177

Page 2 of Indicator 6.05: Students will be able to identify legalities of the workplace (affirmative action, sexual harassment, etc.).

Content	Instructional Strategies	Instructional Resources
Dealing with sexual harassment	Activities Case study vignettes, discussion	• Consider Sex Roles and Job Roles • Questionnaire on Sexual Harassment and Responses to Questionnaire on Sexual Harassment • Understanding Sexual Harassment: Activities
Overview of anti-discrimination laws	Handout	Overview: DIHLR/Equal Rights Division

Women and Nontraditional Work: Public Policy

Lack of enforcement weakens the intent of laws and policies supportive of women in nontraditional jobs.

TITLE VII OF THE CIVIL RIGHTS ACT OF 1964

- Prohibits discrimination on the basis of sex, race, color, religion or national origin in determining wages.

EQUAL EMPLOYMENT OPPORTUNITY COMMISSION OF GUIDELINES OF 1980

- Interpret Title VII as prohibiting sexual harassment.
- Define two forms of sexual harassment:
  Quid pro Quo - submission as a condition of employment; and
  Hostile Environment - unwanted behavior that interferes with job performance.

TITLE IX OF THE EDUCATIONAL ACT AMENDMENT OF 1972

- Prohibits discrimination on the basis of sex by educational institutions receiving federal funds.

EQUAL PAY ACT OF 1973

- Requires an employer to pay equal wages for men and women who work in the same establishment and whose jobs require the same skill, responsibility and work conditions.
- Exempts pay differences based on seniority, merit system, production or a factor other than sex.

EXECUTIVE ORDER 11246

- Prohibits discrimination by federal contractors and requires them to undertake affirmative action for women and minorities.
- Enforce by Department of Labor's Office of Federal Contract Compliance Programs.

Reprinted with permission from the National Commission on Working Women of Wider Opportunities for Women.

Equal Employment Opportunity

Law	*Law Applies To:*	*Prohibits Discrimination On Basis Of/Or Provides For:*	*Complaint Process/ Enforcement:*
Title VII of Civil Rights Act of 1964 as amended in 1972 and 1978	15 or more employees: Federal, State, Municipal Labor Organization affecting interstate commerce Emp. agencies Fed-State empl. & training, admin/ public, private educ. institution	Race Color Religion Sex National Origin Marital/Family Status Pregnancy	1. File complaint with DILHR or EEOC w/in 180 days 2. Investigation 3. Conciliation 4. Civil law suit-EEOC and employer (not government agency or political subdivision) 5. After 60 days with DILHR and 180 days EEOC, may sue employer in Fed. District Court. Confidentiality not assured. Fed. empls. file with civil service commission.
Federal Equal Pay Act of 1963 as amended in 1972	All workers who must receive minimum wage except public employees	Same wages, benefits must be paid to men and women doing substantially (not identically) the same work	File at local office of the Wage and Hour Division, U.S. Dept. of Labor 1. Investigate 2. Request an employer to comply in the future 3. Request an employer to provide two years basic pay 4. Failure to comply: lawsuit; confidentiality assured
Federal age Discrimination Act of 1967	Employers of 20 or more employees, emp. agencies, labor unions with more than 25 members (includes public employees)	Age against any person between the ages of 40-70 in hiring, firing and other aspects of employment, including forced retirement	Enforced by the Wage and Hour Division, U.S. Dept. of Labor Written complaint w/in 180 days of occurrence
Executive Order 11246 as amended by Ex. Order 11375 and revised (Order 4, Federal)	Employers who contract to do business with the federal government and their employees	Can't discriminate in employment. Must submit (and live up to) an Affirmative Action Plan with each bid	Office of Federal Contract Compliance 1. Write agency involved in funding 2. If institution of higher ed. and class action or pattern complaint, contact or write OCR. Individual complaints will be turned over to EEOC

Reprinted by permission of Barb Bitters, Wisconsin Department of Public Instruction.

Major Federal Discrimination Laws

There are a few important federal laws regarding discrimination in employment and in training that women who are applying for or entering nontraditional occupations should be aware of.

1. **Title VII of the Civil Rights Act of 1964**

This law prohibits discrimination in employment for reasons of sex, race, age, color, religion, or national origin. Includes recruitment, training, promotions, and fringe benefit programs. Applies to all private companies, state and local governments, labor organizations, joint labor management apprenticeship programs, and educational institutions with fifteen or more employees. It prohibits hiring based on stereotyped characteristics of the sexes and classifying jobs as "men's or women's jobs." Recent guidelines also make sexual harassment in the workplace illegal. Enforced by the Equal Employment Opportunity Commission (EEOC), U.S. Department of Labor.

2. **Executive Order 11246**

This law prohibits discrimination on the basis of sex, race, or age. Includes recruitment as well as treatment of current employees. Applies to any employer with a federal contract of $10,000 or more, and any subcontractors of such an employer. The guidelines prohibit advertising for employees under male and female classifications, basing seniority lists on sex, denying a persona job because of state "protective" labor laws, making a distinction between married and unmarried people of one sex only, and penalizing women for childbearing. Enforced by the Office of Federal Contract Compliance Programs, U.S. Department of Labor.

3. **Equal Pay Act of 1963**

This law prohibits sex discrimination in salaries and fringe benefits. A man and a woman working at the same kind of job on the same site, for the same employer must be paid equally. Differentials in pay are permitted that are based on a seniority or merit system, or a system that links earnings to quantity or quality of production. This law covers all workers and applies to all public and private employers. Enforced by the Wage and Hour division, U.S. Department of Labor.

Reprinted from *Final Report: Nontraditional Education Component in Single Parent/Homemaker Programs in the Commonwealth of Kentucky,* 1990.

4. Age Discrimination in Employment Act of 1967

This law prohibits discrimination against workers aged 40 to 65. Includes hiring, discharge, leave, compensation, promotions, and other areas of employment. Applies to all public employers and private employers with twenty or more employees. Enforced by the Wage and Hour Division, U.S. Department of Labor.

5. Title IX of the 1972 Education Amendments

This law prohibits any educational institution receiving federal financial assistance from discrimination based on sex in admission to courses of study, treatment of students in education programs and activities, counseling services and materials, financial and employment assistance to students, and employment of faculty and staff. Enforced by the Office for Civil Rights, U.S. Department of Education.

6. Title VI of the Civil Rights Act of 1964

This law prohibits discrimination against students on the basis of race, color, religion, or national origin in educational programs receiving federal funds. It also requires schools to provide bilingual instruction or other means of assisting students of limited English speaking ability. Enforced by the Office for Civil Rights, U.S. Department of Education.

Sexual Harassment (Short Lecture)

Harass - To annoy persistently
Harassment is:

1. Unwanted attention based on sex, race, handicap, or age, which substantially interferes with an individual's work performance or creativity by creating a hostile, intimidating or offensive work environment.
2. Most often an expression of power and is aimed toward the helpless.
3. Can be perpetrated by either gender.

The Equal Employment Opportunity Commission published a definition of sexual harassment in the November 10, 1980 Federal Register, which has become the generally accepted legal guideline.* It states that: "Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

a. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;

b. submission to or refection of such conduct by an individual is used as the basis for employment decisions affecting such individual;

c. such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive environment."

Reprinted from *Changing Roles of Men and Women*, 1990, by permission of the Vocational Studies Center, School of Education, University of Wisconsin-Madison.

---

* See "EEOC Gives Guidance on Current Issues of Sexual Harassment," November 23, 1988, Labor Law Reports - Employment Practices.

Title IV, Title VII, and Title IX indicate that educational institutions have a responsibility to protect students and staff from sexual harassment.

Sexual harassment much more often occurs by men towards women because men in our society have historically been in the seats of power. And our social mores have supported sex bias by valuing women less, and viewing women as sex objects.

Harassment can be verbal, or expressed by physical gestures or bearing. It may be obvious or subtle. Subtle harassment may take the form of suggestive jokes, or a frequent are around the waist as part of a conversation. Subtle harassment often escalates.

Sexual harassment is:

a. sex assault

b. making sexual demands

c. subtle pressure for sexual activity

d. sexual remarks about a person's clothing, body, or sexual activity

e. gratuitous touching, patting, pinching, or brushing up against a person's body

f. continual staring at a person's body

g. continual sexual jokes or practical jokes that are racial and/or sexual

h. continual teasing, or slurs of a racial or sexual nature

Sexual Harassment

Women in nontraditional jobs or training are at greater risk of sexual harassment.

- Unwelcome behaviors can include teasing, jokes, remarks and questions, deliberate touching; letters, telephone calls or materials of a sexual nature; pressure for sexual favors; sexual assault.

Sexual harassment is against the law.

- Title VII of the 1964 Civil Rights Act has been interpreted through the Equal Employment Opportunity Commission Guidelines of 1980 as prohibiting sexual harassment.

Employers can be held liable for sexual harassment.

- 1986 Supreme Court case (Meritor Savings Bank v. Vinson) established right to seek legal remedy under Title VII.
- Subsequent decisions define liability, calling for explicit and timely actions by employers to prevent and end harassment.

Women can take specific steps when faced with sexual harassment.

- **Tell the harasser to stop the offensive behavior.**
- **Document all incidents of harassment.**
- **Notify your supervisor, union representative, or other appropriate person of the harassment.**
- **Know your company or school policy on sexual harassment and follow its procedures.**
- **Consider filing a formal grievance or complaint if the above steps do not remedy the situation.**
- **Stay on the job.**
- **Find support from family, friends or other groups to help you through the situation.**

Reprinted with permission from the National Commission on Working Women of Wider Opportunities for Women.

Sexual Harassment in the Workplace: A Fact Sheet

By Women's Legal Defense Fund

Sexual harassment is a problem that a majority of American women will face during their lifetime. In fact, studies show that seven of ten women are sexually harassed at some point in their working lives. This fact sheet will give you the basic facts about sexual harassment.

What Is Sexual Harassment?

Sexual harassment is offensive and unwelcome attention in the form of pressure for dates or sexual favors, sexually suggestive gestures or remarks, touching, or actual or attempted rape or assault. Sexual harassment is common in the workplace and creates barriers to the advancement of women in employment.

Sexual harassment is a form of sex-based employment discrimination under Title VII of the Civil Rights Act of 1964, which prohibits employment discrimination on the basis of race, sex, religion, or national origin. The Equal Employment Opportunity Commission (EEOC), which is charged with administering Title VII, defines sexual harassment as follows:

Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment.
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual.
- Such conduct has the purpose of effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive environment.

In 1986, the United States Supreme Court heard its first sexual harassment case, *Meritor Savings Bank v. Vinson.* In a unanimous decision, the Supreme Court agreed with the EEOC's interpretation that sexual harassment is a form of sex-based discrimination in violation of Title VII of the Civil Rights Act. Moreover, the *Vinson* decision made it clear that even if you submit to unwelcome advances because you fear losing your job or other benefit, you may still have a sexual harassment claim. The issue is whether the alleged advances were unwelcome.

Reproduced with permission from the Labor Law Reports - Emplyment Practices published and copyrighted by Commerce Clearing House, Inc., 2700 Lake Cook Road, Riverwoods, Illinois, 60015.

The EEOC guidelines provide that if the harassment has made your workplace an unreasonably hostile place, that may be sufficient to bring a sexual harassment claim. In other words, you do not have to have to lose a tangible economic benefit such as a promotion or your job, to bring a sexual harassment claim. Also, while an employer is not automatically liable for the actions of its employees, the employer may be held responsible for harassment by supervisors, co-workers and even non-employees if it is believed that the employer knew or should have known of the harassment.

Sexual Harassment Is Against the Law

While most claims of sexual harassment are brought under Title VII, claims may also be made under state and local anti-discrimination laws or based on tort, contract, negligence, criminal or constitutional theories. When considering what you options are, you should consult an attorney.

Under Title VII the general procedure for bringing a sexual harassment claim begins with filing an administrative charge with the Equal Employment Opportunity Commission or your local human rights office. Most charges should be filed within 180 days of the alleged discrimination. After you have exhausted your administrative remedies, you may be able to file a lawsuit.

What Should I Do If I Have Been Sexually Harassed?

Because of *Vinson*, more people know that sexual harassment is against the law and will not be tolerated. However, sexual harassment is still a problem. You must protect yourself and know your rights. There are ways you can deal with sexual harassment short of bringing a law suit. If you feel you are the victim of sexual harassment, think about doing the following:

1. Clearly communicate to the harasser(s) that the attention is unwanted and uninvited.
2. Keep a written record of what happened, including when it occurred, how you responded, whether there were any witnesses, and who you told. Try to make the record(s) while it is fresh in you memory. Keep the records at home, not in your workplace.
3. Talk to other employees if you suspect that they have been similarly treated. Talking to co-workers in important so that they are aware of what is happening and that you are upset about it.
4. Report the problem to your supervisor; if the harasser is your supervisor, report it to the harasser's supervisor. Ask that the harassment be stopped.
5. File a formal complaint if your company has an internal complaint system or if you are represented by a union.

5. File a formal complaint if your company has an internal complaint system or if you are represented by a union.

If the above steps have failed to bring the harassment to an end, you may want to file a charge under Title VII or a lawsuit based on a tort or contract theory.

If you have a question about sexual harassment, contact the Women's Legal Defense Fund.*

---

* This fact sheet is available free of charge from the Women's Legal Defense Fund, 200 P Street, N.W., Suite 400, Washington, DC 20036, (202) 887-0364.

A Working Woman's Guide To Her Job Rights

> *Nora Satty was required to take leave of absence because of her pregnancy. When she returned to work she was given a temporary position, and was denied her accumulated seniority, with the result that she was unable to compete successfully for a permanent position in the company. Under company policy seniority was retained during leaves of absence for disease or disability other than pregnancy. The Supreme Court held that the company policy violated Title VII of the Civil Rights Act of 1964 because it imposed a burden on women that was not imposed on men.* Nashville Gas Co. *v.* Satty, *434 U.S. 136 (1977).*

Sexual Harassment

Sexual harassment is an unlawful employment practice under Title VII of the Civil Rights Act of 1964, as amended. The EEOC "Guidelines on Discrimination Because of Sex" provide that unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made either explicitly or implicitly a term of condition of an individual's employment;
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting that person;
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. (In 1986 the U.S. Supreme Court agreed with the EEOC guidelines and court rulings that unwelcome sexual advances that created an offensive or hostile working environment violate Title VII.)

An employer, employment agency, joint apprenticeship committee, or labor organization may be responsible for the acts of its agents and supervisory employees, regardless of whether the specific acts complained of were forbidden and regardless of whether the employer knew of their occurrence. An employer is responsible for sexual harassment by coworkers where the employer knew or should have known of the conduct, unless immediate and appropriate corrective action was taken. An employer may also be responsible for sexual harassment by clients or customers.

Reprinted from the Women's Bureau, U.S. Department of Labor, 1988.

What To Do

If you are being sexually harassed, you can contact the Equal Employment Opportunity Commission for information and assistance in filing a sex discrimination complaint under Title VII. In sexual harassment cases it is particularly important to keep a record of incidents of harassment as described in the section on "How Women Can Assert Their Job Rights."

A victim of sexual harassment can also file a suit under State laws which protect against assault, battery, intentional infliction of emotional distress, or intentional interference with an employment contract.

If the sexual harassment subjects the person being harassed to sexual contact, it could be a violation of criminal law against sexual assault. In addition, women in one case were able to seek redress under the National Labor Relations Act. (See example: *NLRB* v. *Downslope Industries, Inc. and Greenbriar Industries, Inc.)*

For more information, contact the Equal Employment Opportunity Commission at 800-USA-EEOC of the Women's Bureau, U.S. Department of Labor, Washington, D.C., 20210 for a list of resources.

> *Kyriaki Cleo Kyriazi claimed that three men working in the same department with her teased and tormented her by making loud remarks concerning her marital status; trumpeting their speculations and making wagers concerning her virginity; deliberately blocking her path; placing an obscene cartoon of her on her desk; and treating her with contempt and ridicule and attempting to denigrate her as a professional. The U.S. District Court found that her supervisors were well aware of the harassment to which Kyriazi was subjected but chose to disregard her complaints and totally failed to take any action against the men who harassed her. It held that Kyriazi had alleged and probed a pattern of conduct on the part of her coworkers and supervisors which amounted to a tortious interference with her employment contract.* Kyriazi *v.* Western Electric Co., *476 F Supp. 335 (D.N.J. 1979).*

> *A group of seamstresses refused to start work until the "consulting" plant manager had listened to their protest against sexual harassment by their plant manager. After asking those who did not want to work for the plant manager raise their hands, the "consulting" plant manager told the eight who did so to work for the plant manager or "hit the clock." After returning to the plant to ask for their jobs or their discharge slips, they were given their*

> *termination notices. The U.S. Court of Appeals held that freedom from sexual harassment is a working condition which employees may organize to protect under the National Labor Relations Act. It upheld the finding of the National Labor Relations Board that the employer's discharge of the employees violated the Act's prohibition on employers from interfering with, restraining. or coercing employees in the exercise of their rights under the Act.* NLRB *v.* Downslope Industries, Inc. and Greenbriar Industries, Inc., *110 LRRM 1022 (1982).*

Garnishment

Garnishment is a procedure through which a creditor (such as a department store, finance company or recipient of court-ordered child support or alimony payment) can collect money owed; and the creditor has access to property of the debtor which is held by a third party (such as the bank or an employer). The most common form of garnishment is wage garnishment, where a creditor can go to court to get an order to have a portion of the debtor's wages paid directly to the creditor. Debtors are protected in garnishment proceedings by Title III of the Consumer Credit Protection Act, which is enforced by the Wage and Hour Division of the U.S. Department of Labor. The law limits the amount of disposable income which may be taken in a garnishment proceeding, and protects workers from being fired because of garnishment for any one indebtedness.

Many States have garnishment laws with provisions which offer greater protection than the Federal law does. For information about State laws, contact the State department of labor or consumer protection agency. For information about the Federal law, contact the Wage and Hour Division of the U.S. Department of Labor.

Unemployment Insurance

Unemployment insurance is a weekly benefit paid for a limited time to eligible worker when they are involuntarily unemployed. The purpose of the payment is to tide unemployed workers over until they find jobs for which the are reasonable suited in terms of training, past experience, and past wages. Benefits are paid in cash as a matter of right, and are not based on need. Unemployment insurance is a Federal-State system under which the Federal Law establishes certain minimum requirements, but each State administers its own program. State law determines who is eligible, how much money each person receives, and how long benefits will be paid. To be eligible, a person must be unemployed, able to work, and available for and seeking work.

In most States benefits are paid out of a fund collected from a special tax on employer payrolls. The amount of each employer's tax varies according to the amount of unemployment benefits paid to former employees. The Federal Government provides funds for payments to its laid-off civilians and for persons discharged from the armed forces.

Almost all workers are covered by unemployment insurance. While each State specifies the amount of weekly and total payments and the manner in which they are calculated, the usual result is that the jobless worker receives about 50 percent of the average weekly wage formerly received. Most States limit payment to a maximum duration of 26 weeks, although some continue as long as 28 to 39 weeks. A special program -- the Extended Benefits Program -- provides that during times of high unemployment in the State, individuals who have exhausted their benefits under State law may continue to receive payments for up to 13 additional weeks. Unemployment payments may be taxable if an individual's adjusted gross income reaches a certain level, depending on State and Federal Income tax reporting requirements.

Sexual Harassment: Taking Control of the Situation

1. Don't ignore incidents of sexual harassment and behaviors which you consider harassing. Remember, if you consider the behavior harassing, it is.
2. Confront the harasser with his/her behavior (always with a neutral third party present.)
3. Talk to someone about what is happening and about your feelings. Remember, you are not to blame. You are the victim of someone's problem.
4. Document what is happening and how you are feeling. Writes down names, dates, places, and witnesses.

By confronting the harasser, you are gaining control by:

1. Actively responding to the harassment.
2. Changing the balance of power. The harasser is now on the receiving end.
3. Showing the harasser the serious consequences to these behaviors. It really is a BIG deal to harass someone.
4. Showing the harasser that others disapprove of his/her harassing behaviors. (WHEN CONFRONTING A HARASSER, TRY ALWAYS TO HAVE A NEUTRAL THIRD PARTY PRESENT.)
5. Give the harasser fair warning to STOP the behavior immediately or you will proceed to the next step.
6. Hearing the harasser's explanation for the harassing behavior and discussing the inappropriateness of the behavior.
7. Containing the incident among just a small group of people.

Confrontation should include the following:

1. A statement of the facts.
2. A description of your feelings and the damage that has been done.
3. A statement of what needs to happen next, the remedy to the situation.

Reprinted with permission from Janet Gullickson, St. Paul, Minnesota.

Harassment Under Wisconsin's Fair Employment Law

What is it?
Webster's New World Dictionary defines harassment as the act of troubling, worrying, or tormenting.

What is illegal harassment?
An employe may be troubled or worried many times in an employment setting. This harassment only becomes potentially illegal when an employer, supervisor or co-worker harasses a person because of that individual's race, sex, creed, marital status, color, age (40 and over), handicap, ancestry, sexual orientation, arrest record or conviction record, or membership in the military reserve. These are protected bases or classes under the Wisconsin Fair Employment Law.

What isn't illegal harassment?
If an employer is just generally disagreeable or the work place is an unpleasant place for everyone, this may be harassment according to the dictionary but it is not covered under the Wisconsin Fair Employment Law.

What are the forms harassment takes?
Harassment includes any verbal or physical conduct relating to an individual's membership in a protected class that has the purpose or effect of creating an intimidating, hostile or offensive working environment or interferes with the individual's work performance.

Sexual harassment is a particular type of harassment to which either sex can be subjected. It includes unwelcome sexual advances, unwelcome physical contact of a sexual nature, or unwelcome physical or verbal conduct of a sexual nature. Unwelcome verbal or physical conduct of a sexual nature includes but is not limited to the deliberate, repeated making of unsolicited gestures or comments, or the deliberate, repeated display of offensive sexually graphic materials which is not necessary for business purposes, in addition to request for sexual favors in exchange for continued employment or advancement.

What should employers do about harassment?
An employer has a positive responsibility to maintain a working environment free of harassment. Employers should make all employes aware of the fact that no harassment will be permitted, as well as establishing a procedure through which employes can make it known if harassment exists. Records should be kept of efforts to resolve any complaints.

What should and employe do if he/she is being harassed?
It is important to first make it known to the harasser that the behavior is unwelcome. If the behavior continues, the problem should be reported to the employer so that the employer has the opportunity to take corrective action. If the employer does not correct the problem, the employe may then file a complaint with:

Department of Industry, Labor and Human Relations
Equal Rights Division

201 East Washington, Room 403
P.O. Box 8928
Madison, WI 53708
Telephone (608) 266-6860

or

819 North Sixth Street, Room 255
Milwaukee, WI 53203
Telephone (414) 227-4384

Reprinted from the Equal Rights Division, Wisconsin Department of Industry, Labor and Human Relations.

State of Wisconsin

1989 Assembly Bill 431
38.12 (11) Wisconsin Statutes

Date of enactment: April 9,1990
Date of Publication: April 23, 1990

1989 Wisconsin Act 177

AN ACT *to create* 36.11 (21) and 38.12 (10) of the statutes, *relating to* including information on sexual assault and sexual harassment in orientation programs for University of Wisconsin system and vocational, technical and adult education students.

The people of the state of Wisconsin, represented in senate and assembly, do enact as follows:

SECTION 1. 36.11 (21) of the statutes is created to read:

36.11 (21) ORIENTATION PROGRAM; INFORMATION ON SEXUAL ASSAULT AND SEXUAL HARASSMENT. (a) The board shall direct each institution and center to:

1. Incorporate in its orientation program for newly entering students oral and written information on sexual assault and sexual harassment, as defined in s. 111.32 (13), including information on sexual assault by acquaintances of the victim and on all of the following:

a. The legal definitions of, and penalties for, sexual assault under ss. 940.225 and 948.02, sexual exploitation by a therapist under s. 940.22 and harassment under 947.013.

b. Generally available national and state statistics, and campus statistics as compiled under par. (c) and as reported under par. (d), on sexual assaults and on sexual assaults by acquaintances of the victims.

c. The rights of victims under ch. 950 and the services available at the institution or center and in the community to assist a student who is the victim of sexual assault or sexual harassment.

d. Protective behaviors, including methods of recognizing and avoiding sexual assault and sexual harassment and locations in the community where courses on protective behaviors are provided.

2. Annually supply to all students enrolled in the institution or center printed material that includes all of the information under par. (a).

(b) Annually, the board shall submit a report to the chief clerk of each house of the legislature for distribution to the appropriate standing committees under s. 13.172 (3). The report shall indicate the methods each institution and center have used to comply with par. (a).

(c) Any person employed at an institution or center who witnesses a sexual assault on campus or receives a report from a student enrolled in the institution or center

Reprinted from 38.12 (11) Wisconsin Statutes.

that the student has been sexually assaulted shall report to the dean of students of the institution or to the dean of the center. The dean of students or dean shall compile reports for the purpose of disseminating statistical information under par. (a) 1.b.

(d) Annually, each institution and center shall report to the office of justice assistance in the department of administration statistics on sexual assaults and on sexual assaults by acquaintances of the victims that occurred on the campus of the institution or center in the previous year. The office of justice assistance shall include the statistics in appropriate crime reports published by the office.

SECTION 2. 38.12 (10) of the statutes is created to read:

38.12 (10) ORIENTATION PROGRAM; INFORMATION ON SEXUAL ASSAULT AND SEXUAL HARASSMENT. The district board shall:

(a) Incorporate in its orientation program for newly entering students oral and written information on sexual assault and sexual harassment, as defined in s. 111.32 (13), including information on sexual assault by acquaintances of the victims and on all of the following:

1. The legal definitions of, and penalties for, sexual assault under ss. 940.225 and 948.02, sexual exploitation by a therapist under s. 940.22 and harassment under 947.013.

2. Generally available national and state statistics on sexual assaults and on sexual assaults by acquaintances of the victims.

3. The rights of the victims under ch. 950 and the services available at the district school and in the community to assist a student who is the victim of sexual assault or sexual harassment.

4. Protective behaviors, including methods of recognizing and avoiding sexual assault and sexual harassment and locations in the community where courses on protective behaviors are provided.

(b) Annually supply all students enrolled in the district printed material that includes all of the information under par. (a).

(c) Annually, submit a report to the chief clerk of each house of the legislature for distribution to the appropriate standing committees under s. 13.172 (3). The report shall indicate the methods the district board used to comply with pars. (a) and (b).

SECTION 3. **Initial applicability.** This act first applies in the 1990 fall semester.

Consider Sex Roles and Job Roles

Are most of the people performing this job of the same sex?________________

If your answer was "Yes," are most of the employees men or women?____________

Most jobs can be performed well by both women and men, even though in the past they may have been held by mostly men or mostly women. Sometimes problems occur when a person begins working at a job which is nontraditional for their sex. Some possible problems include unfriendly co-workers, unequal division of job responsibility, sexual harassment, unfair "testing" of your abilities, unfair wage and promotion practices, etc.

If you think you might have problems doing this job because it is nontraditional, make a list of all the problems you think you might find. Next to each problem write down things that you could do to solve the problem, and other people who could help.

Problems	Things That I Can Do	Others Who Could Help Me
__________	__________	__________
__________	__________	__________
__________	__________	__________
__________	__________	__________

List community resources that can help you if an employer discriminates against you on the basis of race, sex, or handicap:

Organization	Address	Phone
__________	____________________	________
__________	____________________	________
__________	____________________	________

Reprinted from *Women in Nontraditional Careers (WINC): Curriculum Guide*, 1984, U.S. Department of Labor, Office of the Secretary, Women's Bureau.

Questionnaire on Sexual Harassment

1. Sexual harassment affects ____% of the female work force.

		Agree	Disagree
2.	Sexual harassment is a problem for female students in schools.	____	____
3.	Men harass women because they are young and attractive.	____	____
4.	Women of all races are equally subject to harassment.	____	____
5.	Only people in authority, bosses and supervisors, are in a position to commit serious sexual harassment.	____	____
6.	In most sexual harassment cases, the woman invited the advance by her dress or behavior.	____	____
7.	Sexual harassment is just an interpersonal problem.	____	____
8.	Currently, remedies exist to handle sexual harassment cases.	____	____
9.	Men are sexually harassed as often as women are.	____	____
10.	The best way for a person to handle sexual harassment is to ignore it.	____	____
11.	Sexual advances should only be considered sexual harassment if they are repeated -- that is, not if they are one-time occurrences.	____	____
12.	Both parties must consider an act unwanted or unsolicited for it to be defined as sexual harassment.	____	____

Reprinted from *Who's Hurt and Who's Liable: Sexual Harassment in Massachusetts Schools: A Curriculum and Guide for School Personnel,* by permission of the Massachusetts Department of Education.

Responses to Questionnaire on Sexual Harassment

1. **Sexual harassment affects 88% of the female work force.**

In a 1976 survey in Redbook magazine, 88% of the 9,000 respondents reported that they had experienced one or more forms of unwanted sexual advances on the job. In a 1980 random sample survey of the federal work force, the National Merit Systems Protection Board found that 42% of the women surveyed had experienced sexual harassment within the two years before the survey. This did not include harassment they had experienced earlier in their working lives and did not include women who had left their jobs due to sexual harassment. Therefore, it does not seem farfetched to think that 88% of working women may be sexually harassed at some time during their working lives.

Agree *Disagree*

2. **Sexual harassment is a problem for female students in schools.** X ___

Sexual harassment has been reported by significant numbers of high school women. It has detrimental effects on their emotional and social well-being, hampers their educational progress, and results in a denial of equality of educational opportunity.

3. **Men harass women because they are young and attractive.** ___ X

Women experience sexual harassment regardless of their appearance, age, race, marital status, occupation or socio-economic class. The diversity of women who reported sexual harassment in the 1980 Merit Board survey (including women of all ages, races, occupational categories, educational levels, and salary levels represented in the federal work force) demonstrates that sexual harassment is not caused by characteristics of victims.

Reprinted from *Who's Hurt and Who's Liable: Sexual Harassment in Massachusetts Schools: A Curriculum and Guide for School Personnel,* by permission of the Massachusetts Department of Education.

Agree Disagree

Sexual harassment must be distinguished from sexual attraction. As with rape, sexual harassment is an assertion of hostility and/or power expressed in a sexual manner; it is not an expression of attraction.

4. **Women of all races are equally subject to harassment.** ____ X

Women of color may be more subject to sexual harassment than white women, even though all women are subject to sexual harassment. Racist assumptions such as the belief that black women are exposed to sexual activity at an early age, are more sensuous, and are not as upset by sexual harassment are not only examples of "blaming the victim," but also are myths that increase black women's vulnerability. In addition, women of color tend to be in the lowest paying and lowest status positions, which also increases their vulnerability and limits their options when they are harassed.

5. **Only people in authority, bosses and supervisors, are in a position to commit serious sexual harassment.** ____ X

Co-workers, clients, and customers can also harass women in the workplace. Clients and customers threaten to withdraw their business. Co-workers make work intolerable. Both complain to the boss -- or already have the boss' support. Students can make school intolerable for their peers.

6. **In most sexual harassment cases, the woman invited the advance by her dress or her behavior.** ____ X

To repeat the point above, sexual harassment is not motivated by sexual attractiveness.

Of course women like to dress attractively; that does not mean that they want to attract everyone or that they are looking to be sexually harassed.

Often women are expected to act or dress seductively both to get and keep their jobs.

Agree Disagree

7. **Sexual harassment is just an interpersonal problem.** ___ X

A firm "no" does not discourage sexual harassment. Therefore, the problem cannot be "just a misunderstanding."

Legally it is the responsibility of schools and employers to address the problem -- it is not just a "private" matter.

8. **Currently, remedies exist to handle sexual harassment cases.** X ___

A person who is being sexually harassed can contact the Equal Employment Opportunity Commission for information and assistance in filing a sex discrimination complaint under Title VII. State laws also exist that protect against assault, battery, intentional infliction of emotional distress, or intentional interference with an employment contract. Many schools, universities, and businesses have complaint procedures in place.

9. **Men are sexually harassed as often as women are.** ___ X

In the 1980 Merit Board survey, 15% of the men reported sexual harassment. Men consistently report fewer of the more serious forms of sexual harassment than women do. In addition, there is some question about whether men and women mean the same things when they report sexual harassment behaviors. For example, men's reports of sexual harassment seem to indicate that they may be flattered rather than upset by the situation.

10. **The best way for a person to handle sexual harassment is to ignore it.** ___ X

Research indicates that sexual harassment that is ignored often escalates. It is important to take some action in order to let the harasser know that the attention is unwanted and to alert other people to the problem.

Agree Disagree

11. **Sexual advances should only be considered sexual harassment if they are repeated -- that is, not if they are one-time occurrences.** ___ X

    A demand from a boss that a woman sleep with him in order to keep her job need only happen once to be sexual harassment. More ambiguous or subtle behaviors may be sexual harassment even if they only happen once if the person to whom they are directed cannot say "no" without fear of economic or educational consequences.

12. **Both parties must consider an act unwanted or unsolicited for it to be defined as sexual harassment.** ___ X

    Even in the courts, it is the victim's perspective, not the harasser's, that matters.

Understanding Sexual Harassment: Activities

Purposes

- To refine student understanding of the definitions of sexual harassment.
- To emphasize that sexual harassment may escalate and should not be ignored.
- To expose students to the options they have for responding to incidents of sexual harassment.
- To help students learn to evaluate these options.

Time

- "Susan in the Shop" (20-25 minutes)
- "Louise the Waitress" (20-25 minutes)
- Additional time for follow-up activities or extended discussions.

Summary of the Activities

In these escalating vignettes, students decide what they would do if they were Susan, an auto shop student who is being sexually harassed, or Louise, a waitress who is being sexually harassed. Both vignettes are based on actual cases. Each case has been divided into three sections. After each section of the vignette about Susan, students vote to indicate what they would do in the situation. For the vignette about Louise, students pretend they are answering the phone at a hotline and are responsible for giving Louise advice. Among themselves, students also discuss their different choices. The teacher points out possible risks and favorable outcomes of the options.

Susan in the Shop

Options

Write these options or choices (and any others appropriate in your area) on the board for the students. After each option, leave room for the three columns "A," "B," and "C." When the students vote, write the totals for each option of each of the three sections in the columns. Compare the totals after the completion of all voting.

Reprinted from *Who's Hurt and Who's Liable: Sexual Harassment in Massachusetts Schools: A Curriculum and Guide for School Personnel* by permission of the Massachusetts Department of Education.

Susan should:	A	B	C
Talk to her best friend.			
Talk to her boyfriend/girlfriend.			
Talk to her teacher.			
Talk with her guidance counselor.			
Talk to the principal.			
Talk with other students in nontraditional shops.			
Talk to her parent or guardian.			
Ignore the incident.			
File an official complaint or take legal action.			
Drop out of the auto shop.			
Other (explain).			

The Vignette

A. Susan is a sophomore who decided to study auto mechanics, where she was the only young woman in the shop. Within the first week she noticed that most of the young men would not sit near her during class and when the first project was assigned, none of the young men would work with her. So she was the only on in the class who had to work alone.

Stop. The students now choose options for the first time. Write their responses under Column A.

B. Susan began work on her project alone. During the week, her project was sabotaged daily and her tool box was hidden. Due to the tampering she was unable to complete it on time and this affected her grade.

Stop. The students choose options a second time. Write these responses under Column B.

C. Some of the young men in her class began pinching and patting her and subjecting her to other unwanted physical attention. Her clothes were repeatedly splashed with grease. Finally, Susan was locked in the changing room with one of the young men from her class. She was frightened and screamed. At that point, someone unlocked the door.

The students choose options a final time. Write these responses in Column C.

Using the Activity

Introduce the activity with a statement such as the following:

> Today we are going to think abut some of the actions people can take when they are sexually harassed. I am going to read a three-part story about a real case that happened to a student in an auto shop class. After I read each part of the case, I will ask you to vote about whether you think what's happening is sexual harassment or not, and what you would do about it, in any event. The list of choices for what you might do about it are on the board. You will vote for your first two choices -- the two things you think are most important to do.

After students' votes have been taken for all the options in a section, ask them to discuss why they chose the options they did. Encourage them to debate options with each other, if they disagree. Ask for someone who voted for and against each option (or at least the options that seem most significant for that section) to speak. Some questions for students to answer and discuss are;

> Why should Susan choose to talk to the person you selected?
> How do you think that person would react? What would he or she do?
> What risks is Susan taking in talking to that person?
> Why should Susan choose not to talk to the people you didn't select?
> What risks is Susan taking by not talking to someone else?

After the voting for each section, also ask students whether they think that the behavior so far is sexual harassment. Ask them to discuss the reasons they think it is or is not sexual harassment, and what makes the difference in each section.

After all the voting is completed, discuss significant ways in which the student's responses change as behaviors escalate. For example, ask students to explain why their choices shift from talking with peers to talking with school personnel. In addition, explain to them that ignoring the first incident limits the support and evidence that they can gather for themselves. Additional points to emphasize to the students are included in the notes below.

To conclude the activity, emphasize the following points for students to remember if they are being harassed:

> Sexual harassment tends to escalate. Don't ignore it.

Let the harasser know you don't like the behavior or comments. If necessary, have someone else talk to the harasser with you or for you. You may want to tell him (or her) in writing.

Keep a record or a diary of the events that happen. Include dates, times, places, kinds of behaviors, your responses, how the harasser reacts to your responses, any witnesses. Save any pictures or notes you get from the harasser.

Find supporters and talk with them about what's happening. Friends, parents, teachers, counselors, administrators, women's groups, and outside agencies all can help. The point is to find someone you can trust, and someone who will take the kinds of action you want.

Additional Notes

The voting portion of this activity could also be done in small groups.

The option "file an official complaint" may need explanation. This option could mean using the school district's grievance procedure, appealing to the state superintendent, or bringing civil or criminal charges against the students or school. It can be explained either before or after students vote. A reason to wait until after the activity is that sometimes students say "file a complaint" or "take legal action" without any idea of what action is possible. This lets you find out their assumptions about what they can do or what the legal system would offer them. Conclude by explaining what the legal system can in fact offer.

In the actual case on which this vignette is base, Susan initially found that talking with other young women who met in a support group for students in shops nontraditional for their sex was most helpful. She talked about what was happening, found out which school staff members might help her, and became less isolated and scared.

Teachers who have been involved in this activity have felt that it was "unprofessional" for the teacher in the story to have been so unaware of his/her classroom and to have let Susan work alone. They felt that in this situation everyone should have rotted partners, or the students should have worked in groups of three. By integrating Susan into shared projects with the young men, the teacher might have helped the young men get to know her, and the tension might have been eased. The teachers believed that the problem in the first section rests with the shop teacher, not with the young men. Moreover, they felt that the shop teacher should have prevented the assault that is described in the third part of the story. This suggests that the best option in the first section, in addition to talking to other students in nontraditional shops, would be to talk to a guidance counselor, or some other administrator, and have that person talk to the teacher involved. Furthermore, if the student had gone earlier to her counselor or and administrator, she would be in an even stronger position to complain after the assault. Even though most teachers felt that it was "unprofessional" to allow such an incident to happen, it could be argues that the teacher was unaware of what was happening in his/her classroom; however, this argument could not be made if the teacher had been notified by the student to be on the lookout for possible trouble. With notification, the teacher might have been better able to prevent the assault altogether. Emphasize these points to the students.

An issue that is likely to arise is whether the behavior in the first two sections is "sexual harassment" or "sexual discrimination." In the first section, students may feel that the behavior is not severe enough to be either. In the first two sections, Susan is discriminated against because of her sex; not until the last section does the "sexual attention" that is involved in sexual harassment begin. After all three sections have been read, the behaviors can be seen as part of an escalating pattern of both sexual harassment and sex discrimination. Students need not agree on precisely where to draw the boundaries between the concepts.

Follow-up Activities

Tell the students more about the various options they have for individual and group actions. For example, if appropriate, talk about forming support groups. If a discussion on workplace sexual harassment has begun, point out ways in which working women have organized informally. (One example is a group of secretaries in one workplace who were all sexually harassed by the same boss. Their strategy was to accompany each other, in pairs, into his office. If he insisted on one secretary coming in alone, the other ones would open his office door from the outside. No secretary was ever left alone in his office with the door closed. He left that job two weeks after the secretaries began their anti-harassment campaign.) Discuss the legal options that both students and workers have.

Ask the students to brainstorm responses to sexual harassment in school. Instead of responding as a class, students could write a paragraph or a list of three possible responses to a sexual harassment case, as an in-class writing assignment. Some students may want to share personal experiences, or those of relatives or friends. The following questions are useful for developing discussions of cases:

- How would you feel in this situation? What would you be most concerned about?
- What do you think is going on for the harasser?
- What would you do (or recommend)?
- What if this were your friend, a student in your class, or someone you had to work with very closely, and you disagreed with what she wanted to do -- would you still support her? How?
- Is it important that students and co-workers support each other?
- Could such an incident be prevented? How? (Watch out for "blaming the victim.")

Louise the Waitress

The following vignette was developed by the Alliance Against Sexual Coercion. It is based on an actual case. It can be used similarly to "Susan in the Shop," but offer a workplace focus instead. In this activity, students are to pretend that they are answering the phone at a hotline that helps women who are being sexually harassed. They are responsible for giving advice to Louise when she calls. Tell them that each scenario of the vignette represents one phone call. Louise calls three times, and the students are to give advice after each call.

Scenario One

Louise is a 34-year-old woman who is the sole supporter of herself and her three children. She is one of four waitresses who cover the lunch rush at a restaurant in the financial district of town. After four months on the job, as Louise is picking up an order, the manager, Carl, says to the cook, "Don't you think Louise would get better tips if she wore a low-cut blouse?" Although the comment bothered her, she ignored it and went about her work.

The next week, during her break, the manager joins her and in graphic detail boasts of the previous night's sexual encounter with a woman he picked up. Louise is very uncomfortable with this but doesn't know what to do.

What would you recommend?

- She should ignore the incident.
- She should tell him to stop.
- She should tell the other waitresses about it.
- She should file a formal complaint or report or take legal action. If so, to whom? (E.g., the owner, the local civil rights agency, the police.)
- She should leave the job.
- Other?

Scenario Two

That week, as he hands her her paycheck, the manager propositions Louise. she refuses and goes to get her coat. He says, "By the way, there is an opening on the dinner shift. Big tips, you know. Do you want to reconsider my offer?"

What would you recommend?

- She should accept the offer.
- She should refuse the offer, and do nothing else.
- She should tell the other waitresses about it.
- She should file a formal complaint or report or take legal action. If so, to whom?
- She should leave the job.
- Other?

Scenario Three

For the next two weeks he hardly talks to her. Then one day, Carl traps her in the waitresses' dressing room and rapes her.

What would you recommend?

- She should ignore the incident; not mention it to anyone, and try to forget it.

- She should tell the other waitress about it.
- She should file a formal complaint or report or take legal action. If so, to whom?
- Other?

Additional Notes

Ask students to vote for only their first choice option, i.e., what they think is most important for Louise to do.

In the actual case, Louise went to the hospital for assistance as well as for the purpose of gathering medical evidence. From there, she called the police. She pressed criminal rape charges; however, rape is one of the most difficult crimes to prove. Louise had no evidence against Carl that could be verified by a third party except for what the cook had overheard; that was hardly enough to secure a rape conviction.

In hindsight, had Louise spoken to the other waitresses about her encounters with Carl, she might have received their help. For example, she could have asked that someone always stay near her when Carl was around. In addition, she may have found out if Carl had a history of bothering other waitresses, and whether he was considered to be dangerous. The other waitresses would also have been alerted to watch for the harassment and could have confirmed her story of the events that led up to the rape. These points, along with those mentioned at the end of the "Susan in the Shop" vignette should be emphasized to students.

Some people find the ending of this case shocking, but rape in the workplace is an important issue to discuss in class. It is true that although sexual harassment often escalates from subtle to more severe forms, it does no usually end with rape. Nevertheless, in some cases, including this one, it has.

Cases in which sexual harassment does escalate to rape offer powerful arguments for the use of a definition of a sexual harassment that includes the full range of behaviors, including rape. These arguments, which can be presented to students, include:

- The problem of rape in the workplace requires responses or "solutions" that differ from those needed in other cases of rape. The "solutions" required, like those needed for other forms of sexual harassment, must take into account that a woman who is raped at work must either get her rapist fired, face him daily, or leave the job herself, possibly without a recommendation and without being able to include that job in her work history. (The latter happened to Louise.) "Solutions" to rape in the workplace, like "solutions" to other forms of sexual harassment, must protect the victim's economic well-being.

- The more subtle forms of sexual harassment may escalate to rape.
- Women who are harassed in so-called "subtle" ways, such as comments and jokes about their bodies, on an everyday ongoing basis, report that they feel "as if they have been raped." Continuous sexual harassment, even of a verbal nature, can have serious consequences.

Follow-up Activities

Invite a speaker form a rape crisis center, rape prevention program, or self-defense program to the class.

Ask students to research the history and use of rape statutes. In addition, ask them to research and describe the typical experience of a rape victim who decides to press charges against her alleged assailant.

Overview: DIHLR/Equal Rights Division

I. Enforcement of Wisconsin's anti-discrimination laws (three units are responsible for this area: 1) Intake/Investigation; 2) Conciliation; and 3) Legal Services.

A. Fair Employment Law (Chapter 111.31-111.395) (1945)

Prohibits discrimination based on race, creed, color, national origin, ancestry (1945), age (1959), sex (1961), handicap (1965), arrest of conviction record (1977), sexual orientation, marital status (1982), membership in the military reserve (1987). It prohibits unfair honesty testing (Polygraph Law) (1980) and provides that the only honesty test which can be used in the polygraph. Admission of this test is voluntary and an employer must have other supporting information before an employe can be disciplined following a polygraph test.

B. Open Housing Law (Chapter 101.22) (1965)

Prohibits discrimination based on race, color, religion, national origin, ancestry (1965), sex (1975), age - 18 and over, handicap, lawful source of income, marital status (1980), and sexual orientation (1982).

Allows the Department to test for discrimination (1980).

Allows the Department to seek temporary restraining orders.

C. Public Accommodations (Chapters 101.22 and 942.04) (1895)

Prohibits discrimination in public places based on race, color, creed, national origin, ancestry (1895), sex (1975), physical condition, developmental disability (1976), or sexual orientation (1982).

D. Post Secondary Education (Section 101.223) (1975)

Prohibits discrimination because of physical condition or a developmental disability in post secondary education. A complaint on this should be filed directly with this Division.

Reprinted from the Division of Equal Rights, Wisconsin Department of Industry, Labor and Human Relations.

II. Other Programs Administered by the Equal Rights Bureau.

A. Public Employe Health and Safety Law (Section 101.055) (1982)

If a person reports an actual or potential hazard to the State Safety and Buildings Division of DILHR and then is retaliated against by the employer, the individual can file a retaliation complaint with this Division. There are strict time limits -- the case must be sent to hearing within 60 days of filing and the Legal Bureau has only 30 days to issue its decision. Both parties must agree to a waiver of the time restrictions.

B. Family and Medical Leave Act (Section 103.10) (1988)

Requires that:

- an employe of either sex be allowed up to six (6) weeks of unpaid leave in a twelve-month period for the birth or adoption of the child of the employe with the leave to begin within 16 weeks of the birth of placement of the child.
- an employe be allowed up to two (2) weeks of unpaid leave in a twelve-month period for the care of a child, spouse or parent with a serious health condition. The employer may require certification from a health care provider.
- an employe be allowed up to two (2) weeks of unpaid leave in a twelve-month period for the employe's own serious health condition which makes the employed unable to perform the employe's employment duties. The employer may require certification from a health care provider.

C. Employe Right to Know Law (Section 101.581) (1984)

States that persons have a right to know what toxic substances might be encountered on the job.

Again, an individual can file a complaint with the Safety and Buildings Division, and if retaliated against, can file with this Division. The 60/30 day limits also apply to these cases. No waivers are allowed in these cases.

D. Elderly Abuse Law (Chapter 46.09) (1984)

Prohibits retaliation against an employe for reporting the abuse of an elderly person. The original complaint in this regard goes to the Department of Health and Social Services.

III. Enforcement of Wisconsin's Labor Standards Laws

A. Child Labor and Street Trades Program (Child Labor - Chapters 103.64-103.82, last update 1985. Ind 70 - last update 1985) (Street Trades - Chapter 103.21-103.31 last update 1985, Ind 71 last update 1974).

Enforcement of regulations for minors which govern the hours, time of day, and type of employment minors may work. Also includes operation of statewide work permit issuing system.

B. Minimum Wage (Chapters 104.01-104.12 - last update - 1977. Ind 72 - last update (1981)) Hours of Work and Overtime (Wage Deficiency) (Chapter 103.01-103.03 - last update 1975. Ind 74 last update 1983)

Receipt and investigation of complaints from individuals not receiving minimum wage and overtime as required.

Issuance of subminimum wage licenses to sheltered workshops, employers for handicapped workers, and employers involved in student learner programs.

Auditing and issuance of violation reports and corrective orders, collection of wage deficiencies.

C. Wage Payment and Collection (Refusal to pay wages earned) (Chapters 109.01-109.11 - last update - 1984)

Wage claim operation to receive and take action on complaints from individuals who have not been paid wages earned.

D. One Day of Rest in Seven Law (Chapter 103.85 - last update 1971. Ind 75 - 1967)

Enforcement of or issuance of waivers or modifications to employers when joint request for such is received from labor and management.

E. Private Employment Agency Program (Chapters 105.01-105.16 - last update 1985)

Licensing and regulation of private employment agencies.

F. Records Open to Employe (Chapter 103.13) (1981 last update 1983)

Protects employes' or former employes' rights to inspect their own personnel records.

G. Grooming Requirement, Notification (Chapter 103.14) (1981, last update 1983)

Employer shall at the time of hire notify employes of grooming requirements.

H. Restrictions on Use of HIV Test (Section 103.15) (1985)

Prohibits requiring a test for the AIDS virus as a condition of employment or affecting the terms or conditions of employment because of obtaining a test.

IV. Other Related Programs Administered by the Labor Standards Bureau

A. Prevailing Wage Program (Chapters 66.293 - last update 1986, 103.49 - last update 1986 and 103.50 - last update 1979)

Determines the wage rates and hours of labor which prevail on public works construction projects that are bid or negotiated by the state or any local unit of government. Inspects employers payroll records to insure that workers are properly reclassified, are receiving the prevailing wage rate and are receiving overtime for any work performed in excess of the prevailing hours of labor.

B. Relocation Assistance Program (Chapters 32.185-32.27 - last update 1981)

Oversee the activities of municipalities and other public entities when they acquire land to insure that persons, businesses or non-profit organizations displaced by eminent domain activity receive fair and equitable relocation benefits and services.

Competency 6.0

Understanding the continuing changes in male/female roles.

Indicator 6.06

Explore nontraditional careers.

Indicator 6.06: Students will be able to explore nontraditional careers.

Time: Two hours.

Content	Instructional Strategies	Instructional Resources
Description of Blackhawd Technical College's Sex Equity Imprinting Program	Instructor Resource	Voc-ed School Promotes Nontraditional Careers
Reasons to explore a nontraditional occupation	Handout, discussion Overhead transparency	Exploring a Nontraditional Job Will Help You ...
Defining job exploration	Handout	Job Exploration Learning Objectives
Roles and responsibilities of players in job exploration: • Participants • School staff • Employer/instructor	Instructor Resource	Job Exploration Roles and Responsibilities
	Activities	• Steps to Follow for Job Exploration • Getting Started

Page 2 of Indicator 6.06: Students will be able to explore nontraditional careers.

Content	Instructional Strategies	Instructional Resources
Job shadowing program: • Sample letters • Steps to follow	Instructor Resources	• Sample: Letter to the Student • Sample: Basics of Job Shadowing • Sample: Letter of Explanation to Contact Persons • Sample: Job Shadowing Interview Form • Sample: Letter to Job Site • Sample: Job Shadowing Evaluation • Sample: Job Shadowing Questions • Employer/Instructor Checklist for Job Exploration • Comments and Evaluations
Questions for individuals participating in an NTO program	Panel of participants in NTO program	Panel of NTO resource people Questions for Panel of Students in Nontraditiona/ Technical Training Program

Page 3 of Indicator 6.06: Students will be able to explore nontraditional careers.

Content	Instructional Strategies	Instructional Resources
Occupational descriptions	Handouts for discussion as preparation for workshop or tours	Descriptions of each nontraditional program at local vocational technical college
Hands-on experience	Hands on workshop for out of class work	VTAE program instructors
Evaluating VTAE program workshop or tours of VTAE technical programs	Activities	• Information Sheet for Technical Program Tours • Evaluation of Industry Tour
Assessment of skills and knowledge obtained and required of targeted nontraditional occupation	Activity	Nontraditional Job Credibility Chart
	View video	**Recommended WCIS Video:** Interviews with NTO individuals.

Voc-ed School Promotes Nontraditional Careers

Rock County correspondent

JANESVILLE - Male nurses, women welders, lady line technicians and female mechanics: Blackhawk Technical College's award-winning Sex Equity Imprinting Program can tell future breadwinners about all those occupations without regard to gender identification.

Beth Pierce, the program's director, tries to teach adults and those choosing a career that non-traditional jobs are OK.

"We are funded to work with adults, but we do have limited funds to start early," Pierce said. "Children are choosing careers earlier and earlier and we want to get to them early."

One of Pierce's success stories is Christine McKeown, a line technician with Wisconsin Power & Light Co.

"I took her, a male nurse and a couple of female welders and mechanics to one of the high schools, and the response was just tremendous," said Pierce, of Janesville.

McKeown is a dynamic speaker who makes a tremendous impression on the young people, she said.

The Blackhawk Technical College (BTC) program is a part of a systemwide vocational education goal to encourage and promote enrollment by opposite genders into gender-dominated roles.

"Much of the emphasis is on women in traditionally male-dominated roles," said Pierce, "But that is because we have to promote them into jobs that pay enough to support them. Traditionally, women-dominated fields are low-paying," she said.

BTC has just completed a specialized grant program which allowed the college to pick up all costs associated with schooling for single-parent economically disadvantaged women. "The big plus there," said Pierce, "was that the grant picked up child care which is a big cost and big disadvantage. We have women attempting to get off welfare and go into a non-traditional job and they have tremendous obstacles to overcome with the high costs of child care," she said.

"They asked me to do a summary of that program, "said Pierce. "I think I'll just submit all the thank you cards from the women who are now self-sufficient."

Reprinted from the *Wisconsin State Journal*, June 15, 1991.

Exploring a Nontraditional Job Will Help You . . .

- Choose a career
- Gain self-confidence
- Evaluate yourself and the job
- Get to know your community
- Meet New People
- Learn about nontraditional jobs

Reprinted from *Changing Roles of Men and Women*, 1990, by permission of the Vocational Studies Center, School of Education, University of Wisconsin-Madison.

Exploring a Nontraditional Job Will Help You . . .

- Choose a career
- Gain self-confidence
- Evaluate yourself and the job
- Get to know your community
- Meet New People
- Learn about nontraditional jobs

Reprinted from *Changing Roles of Men and Women*, 1990, by permission of the Vocational Studies Center, School of Education, University of Wisconsin-Madison.

Job Exploration Learning Objectives

1. Gain a more realistic sense of the typical work day in jobs of interest to you.

2. Increase your general knowledge about particular jobs by identifying the personal characteristics and training required.

3. Improve your skills in choosing a career by comparing your personal characteristics and values with the jobs characteristics.

4. Improve your critical thinking skills by making observations and drawing conclusions about your job site experiences.

5. Gain a better understanding of the relationship between learning and earning a living.

6. Learn to interact with many different adults in a variety of environments.

7. Learn to find your way around the community more easily.

8. Acquire practical experience in writing, speaking, listening, and mathematics as these skills relate to specific jobs.

Reprinted from *Women in Nontraditional Careers (WINC): Curriculum Guide,* 1984, U.S. Department of Labor, Office of the Secretary, Women's Bureau.

Job Exploration Roles and Responsibilities

Student	School Staff	Employer/Instructor
	Recruit and orient employer/instructor (EI).	Agree to receive students on explorations; identify site information and tools available to students. Designate times (days and hours) students can be at the site for exploration.
Take career interest tests and evaluate results with staff.	Administer career interest tests and counsel with student regarding results.	
Choose site for first exploration and research characteristics	Help student with site selection and research.	
Make appointment to visit site.	Support student scheduling.	Schedule time for students to visit.
Go to site, meet employer/instructor (EI), begin exploration activities and Job Exploration Guide.	Instruct student on purpose and use of Job Exploration Guide.	Meet student and show around site.
Keep appointments at site. Complete Job Exploration Guide.	Maintain contact with EIs. Help student obtain resources needed. Monitor performance.	Respond to student questions, help obtain resources at site. Verify student's attendance. Monitor student's performance and communicate with staff. Offer career counseling when appropriate.
Obtain EI verification of completed guide. Write thank-you letter.		Evaluate performance end sign Job Exploration Guide when completed satisfactorily.
Notify staff of conclusion of exploration; turn in signed guide.		
Meet with staff to evaluate exploration, look again at career assessments and choose new site.	Evaluate completed guide with student. When satisfactory, record completion. Counsel with student on career understanding based on exploration experience. Help student select new site.	

Reprinted from *Women In Nontraditional Careers (WINC): Curriculum Guide*, 1984, , Women's Bureau, U.S. Department of Labor, Office of the Secretary, Women's Bureau.

Steps to Follow For Job Exploration

Before

- Select a nontraditional community job site to explore.
- Inform your instructor of your choice so initial contact can be made.
- Make an appointment with the employer/instructor.
- Arrange transportation.
- Get blank copy of "Job Exploration Guide" and complete items marked **Before**.
- Plan for any extras you might want to take with you (camera, tape recorder, pen and paper, etc.)

During

- Take the "Job Exploration Guide" with you, go to the site and meet employer/instructor.
- Arrange your exploration schedule with employer/instructor.
- Interview employer and record interview in writing or on tape.
- Gather other information requested on the "Job Exploration Guide."
- If possible try to do some of the job skills required at the site.
- Take pictures, make sketches and/or gather any company brochures available at the site.

After

- Complete any unfinished portions of the "Job Exploration Guide."
- Write a summary of how you feel about the exploration on Comment Page.
- Have employer/instructor review Guide and sign if satisfactory.
- Write a thank-you letter to your employer/ instructor -- keep a copy of it in your completed "Job Exploration Guide."
- Turn in "Job Exploration Guide" to school; if it is unsatisfactory or incomplete, continue to work on it until it is satisfactory to both you and your teacher.
- Participate in a review and assessment session with your teacher.
- Repeat process for additional sites you choose to explore.

Reprinted from *Women In Nontraditional Careers (WINC) Curriculum Guide,* 1984, U.S. Department of Labor, Office of the Secretary, Women's Bureau.

Getting Started

Choosing A Job To Explore

What type of nontraditional job are you about to explore?

____
____
____

Why did you choose this job to explore?

____
____
____

How is this job nontraditional for women?

____
____
____

Describe what you expect based on information from career tests you have taken or knowledge you already possess:

____
____
____

Choosing the Job Site

Job Site: ______________________
Resource Person: ______________________
Address: ______________________
Phone: ______________________

Dates and times of your appointments at the Job Site:

Date: __________ Date: __________ Date: __________
Time: __________ Time: __________ Time: __________

How do you plan to get to the site? ______________________

Sample
Letter to the Student

April 20, 1990

Dear Hank:

We are pleased that you are able to be a participant in the Job Shadowing Program sponsored by the La Crosse Valley View Rotary.

We believe that this opportunity will be helpful to you because you will be able to observe the work site and activities of your choice. Perhaps more importantly, you will have the opportunity to work with a person actually doing the job you are striving to attain. We encourage you to take full advantage of this experience.

The people whom you are "shadowing" are eager to provide this time for you. We know that you are our future workers. You are very important.

After completing this program, we hope that you will have gained knowledge and the confidence that you can fulfill your dreams.

Your coordinator will be arranging transportation for you. You will be at Tom's Turkey Express on Friday, April 27, starting at 11:00 a.m. and finishing at 3:00 p.m. The person you will be working with is Tom Toman.

We are planning to have the students attend one of our weekly Rotary meetings in May to share your experiences with our members. Your certificate will be awarded to you at that time.

We wish you the best possible time in your job shadowing experience, as well as your future endeavors.

Sincerely,

Sue Larson
Vocational Service Committee

Encl.: Job Shadowing Questions
Job Shadowing Basics

Reprinted from *Job Shadowing Program Handbook* with permission of Valley View Rotary, 321 So. 3rd St., La Crosse, Wisconsin 54601.

Sample
Basics of Job Shadowing

I. **Prepare**
- dress appropriately for the job site
- arrive on time
- notify the job site if you can't participate on the scheduled day
- take a written list of questions
- take a notepad and pencil for notes

II. **At the Job Site**
- introduce yourself
- be observant, but not in the way
- ask your questions at appropriate times
- take notes
- when you leave, thank the professionals for their time

III. **Evaluate Your Experience**
- send a thank you note to the professional you shadowed
- read over your notes and add to them, if needed
- discuss your experience with teacher, counselor, etc.
- decide how this experience may affect your plans for the future

Reprinted from *Job Shadowing Program Handbook* with permission of Valley View Rotary, 321 So. 3rd St., La Crosse, Wisconsin 54601.

Sample
Letter of Explanation to Contact Persons

September 14, 1990

Janet Kusch
Teen Health Services
Lutheran Hospital
1910 South Avenue
La Crosse, WI 54601

Dear Janet:

Thank you for offering the Valley View Rotary Job Shadowing project to your students this year. Participants should plan on four hours at the job site on Thursday, October 25, 1990. A $10.00 stipend will be offered to the student to offset any expenses incurred.

The procedure is as follows:

1. Select up to 10 participants to complete the enclosed application. Please note on application if participant is willing to be covered by the media.
2. Return applications by October 1 to me at:
   Family and Children's Center
   2507 Weston Street
   La Crosse, WI 54601
3. Valley View Rotary will then match students with career interest.
4. Time, contact person, work site, and preparations materials will be returned to you by October 1.
5. **Job Shadowing Day is October 25, 1990.**
6. You and the participants are invited to attend the Valley View Rotary Club meeting on: November 14, 1990, 7:30 until 8:30 a.m., Christopher's Restaurant, Valley View Mall.

The experience is structured to help your students make a career choice, inform them of the steps they needed to achieve their goals, and let them know that choices are not so much limited by external forces as they are by internal expectations.

We hope this project supplements the important work your program is doing for the future members of our community.

Sincerely,

Sue Larson
Vocational Service Committee

Encl: Job Shadowing Interview Form

Reprinted from *Job Shadowing Program Handbook* with permission of Valley View Rotary, 321 So. 3rd St., La Crosse, Wisconsin 54601.

Sample
Job Shadowing Interview Form

Name ______________________ Birth Date ______________
Address ______________________ City, State, Zip ______________
Phone Number ______________________________
School ______________________________
Referred by (program): ______________________________

1. What career are you interested in? (Please be specific.)

2. What education or experience have you had so far that relates to that career?

3. What are your educational plans? (Check all that apply.)

   _____ Complete high school/GED
   _____ Vocational/Technical school
   _____ College
   _____ Graduate School
   _____ Other ______________________

4. Would you have any special needs in order to participate in a job shadowing experience? (For example: clothing, transportation, translator/signer, handicapped accessibility, etc.)

5. Is there a day of the week or time of day when you would not be able to go to a job site?

6. Are you willing to be covered by the media (local newspaper, radio or television) during your job shadowing experience? (If under 18, attach release form.)

For Rotary Use Only
Work site ______________________ Phone Number ______________
Date ______________________ Time ______________
Contact Person ______________________ Profession ______________

Reprinted from *Job Shadowing Program Handbook* with permission of Valley View Rotary, 321 So. 3rd St., La Crosse, Wisconsin 54601.

Sample
Letter to Job Site

April 20, 1990

Becky Hall
MBA Architects, Inc.
321 So. 3rd Street
La Crosse, WI 54601

Dear Becky:

This is to confirm that an individual will be job shadowing with you on Friday, April 28, from 1:00 until 4:00 p.m. The individual's name is Xa Moua, a student from Central High School. He is interested in architectural or electronic engineering.

The job shadowing program is a project of Rotary. Participants are scheduled to job shadow a selected professional for a few hours. While this experience may affect a career choice, it will also provide both the shadower and the professional with new information and perspectives of diverse populations and environments. The three populations that will participating as shadowers will be: "at risk" high school students, minority students, and displaced homemakers.

Please feel free to structure the shadowing in any way you feel would be useful. During the visit to your place of employment, we hope the individual will:

1. Observe a work environment in order to have the opportunity to ask questions about the field of work.
2. Have the opportunity to see what you do, what you wear, how you act, your physical work environment, and the skills necessary to perform your work duties.
3. Gain a better understanding of what a specific job is all about.
4. Acquire an appreciation for the fact that career choices are not limited by external forces so much as by the internal expectations that people have of themselves.

The job shadower will not be expected to "work" at the job, but will be expected to ask questions about the work and observe. The individual will arrive at the job site with the understanding that you are allowing him/her the privilege of being on the job.

Thank you for your personal involvement in the Valley View Rotary job shadowing program. You are serving a vital role in the career choices of the young, the minority, and the re-entry people of our area.

Sincerely,

Sue Larson
Vocational Service Committee

Reprinted from *Job Shadowing Program Handbook* with permission of Valley View Rotary, 321 So. 3rd St., La Crosse, Wisconsin 54601.

Sample
Job Shadowing Evaluation

Please complete and return as soon as possible. This job shadowing evaluation will:

1. be used to improve the program, and
2. be shared as valuable feedback for the job shadower.

Please use "N/A" for any item that is not applicable.

Evaluator's Name(s) ________________________________

Work Site ________________________________

Job Shadower's (Student's) Name ________________________________

I. A.) I would give the individual the following positive feedback:

B.) I would suggest that the above individual consider changing some of the following behaviors, attitudes, dress, etc., that could be detracting to our future employers.

II. A.) Aspects of the job shadowing that went particularly well and ones that I would recommend be continued in the future include:

B.) Changes/additions that I would recommend making to improve the experience include:

III. **Please check the appropriate response:**

A.) Overall, the job shadowing experience was worthwhile and enjoyable for me.
Strongly Agree ___ Agree ___ Uncertain ___ Disagree ___ Strongly Disagree ___

B.) I would offer to host a job shadower in the future.
Strongly Agree ___ Agree ___ Uncertain ___ Disagree ___ Strongly Disagree ___

IV. Additional comments, suggestions, or ideas:

Reprinted from *Job Shadowing Program Handbook* with permission of Valley View Rotary, 321 So. 3rd St., La Crosse, Wisconsin 54601.

Sample
Job Shadowing Questions

I. **Job Title and Description**
1. What is the professional's specific job title?
2. What are the job responsibilities?
3. Is the job an entry-level, mid-level, or upper-level position? If it is mid or upper level, how long did it take to get to that position?
4. Is travel required? Special clothing? Purchase own equipment?

II. **Education and Training**
1. How much schooling is needed for the job? (For example: vocational, college, number of years, apprenticeship)
2. Does the job require a license, physical strength test, or written exam?
3. How much does it cost in terms of time and money, to prepare for this job?

III. **Employment Outlook**
1. Would it be easy or difficult to find a job in this profession?
2. What kinds of places hire someone with these job skills?
3. Would you probably have to relocate to find a job in this profession?

IV. **Pay and Benefits**
1. What is the starting pay for this job?
2. How do the workers receive pay increases?
3. Is the pay salaried, by the hour, or commission?
4. Do you need to join a union?
5. What fringe benefits are available with this job? (Health, dental and life insurance, vacations, company car, continuing education, etc.)

V. **Personal Rewards**
1. What does the professional like about this job? What are drawbacks?
2. What is the most satisfying job he/she has ever had?
3. What is the most dissatisfying job he/she has ever had?
4. If he/she had it to do over again, would the same education and career choices be made?

Reprinted from *Job Shadowing Program Handbook* with permission of Valley View Rotary, 321 So. 3rd St., La Crosse, Wisconsin 54601.

Employer/Instructor Checklist for Job Exploration

☐ Meet with participant to fill in the Participant and Employer/Instructor contract.

☐ Inform the participant of the overall mission of your company, its products and services, its policies and standards.

☐ Make certain the participant understands the standards you require.

☐ Participate in an interview so the participant can ask you about your job and company/agency.

☐ Introduce the participant to your personnel.

☐ Assist the participant in a search for materials related to the job.

☐ Assign and evaluate job-related math and communication tasks.

☐ Allow the participant to become actively involved whenever possible.

☐ Hold a final conference for:
  a. Exchange of feedback
  b. Review of the student's "Job Exploration Guide"
  c. Your entry on the guide's Comment Page

☐ Sign the completed Exploration Guide. Your signature is our assurance that the participant has gained an accurate overview of your job/company.

☐ Please contact the school staff if you have any questions or problems.

Reprinted from *Women In Nontraditional Careers (WINC): Curriculum Guide*, 1984, U.S. Department of Labor, Office of the Secretary, Women's Bureau.

Comments and Evaluations

Student: Write one or two statements about this nontraditional community exploration summing up your reaction to it, particularly how it matches up with your career expectations.

Signature Date

Community Resource Person: Describe briefly your reactions to this exploration and your evaluation of the student's performance.

________________________ has completed this Exploration Record to my satisfaction.

Resource Person Date

School Staff: Write your evaluation of this exploration and how it has affected the student's self-awareness and career planning.

Signature Date

Reprinted from *Women in Nontraditional Careers (WINC) Curriculum Guide*, 1984, U.S. Department of Labor, Office of the Secretary, Women's Bureau.

Questions for Panel of Students in Nontraditional/Technical Training Programs

1. In which programs are you enrolled? For what jobs will this program prepare you?

2. How did you decided to select this career? Did you have any career guidance?

3. Did you receive support and encouragement from family members, friends, counselors, etc. when you indicated your interest in this nontraditional field?

4. What did you encounter during your first few weeks in class? Were your classmates and instructors supportive of you and your choice?

5. What work experiences have you had in this career field (part-time work) and how were you treated in the work environment?

6. What advice do you have for other participants?

7. What do you like and dislike about your program or career choice?

Reprinted from *Project Discover: Handbook and Curriculum Guide,* 1987, with permission of Anoka Technical Institute, Anoka, Minnesota.

Nontraditional Job Descriptions

> "People think electronics is just fixing TV's, but it's much more. And the field is fantastic for women." (Marie M.)

Job Title **Electronics Technician**

Job Duties Electronics Technicians lay out, install, repair and/or operate electronic equipment. They may specialize in computers, radar, missiles and spacecraft, or TV and radio equipment. They assemble experimental models and test them, recording results and recommending changes.

Electronics Technicians also write technical reports. They develop charts and graphs to describe systems and their problems to engineers, who develop new designs and procedures. Electronics Technicians may also make items such as coils, terminal boards, and chassis, as the need arises. To do this they use bench lathes, drills, and other machine tools. They may also tech and supervise lower grade technical workers; Electronics Technicians are supervised by an engineer.

Job Environment Electronics Technicians generally work in clean, quiet, well-lighted and air-conditioned areas. The work is not strenuous, but the pressures of spotting problems and making fast diagnoses and quick repairs may be great. Technicians may be required to work irregular or late hours.

Interests and Abilities Needed You enjoy (or think you might enjoy) activities such as:

- building models
- repairing radios, TV's, or amplifiers
- reading technical articles
- studying science
- solving math problems

You should also be able to:

- visualize and make things from patterns or blueprints
- solve problems, using facts and personal judgement
- work accurately with detail
- work on different projects and with changing situations
- deal with different kinds of people

Reprinted from *Time for a Change: A Woman's Guide to Nontraditional Occupations*, 1980 ,with permission from Ellis Associates, Inc., Tulsa, Oklahoma.

You will also need:
- good color vision
- good manual dexterity
- good hand-eye coordination

Training Needed

One to two years of postsecondary school training, two years of college study in the sciences, or a three to four-year apprenticeship. Occasionally employers will train. Or, more likely, once you have gotten the basics they will help you upgrade by paying your tuition or offering company courses.

Job Outlook

Varies with specific industrial activity, economic conditions, and defense spending. Expected to increase faster than average due to the surge of computerization and the increase in defense spending.

Job Benefits and Advancement

Generally excellent benefits, varying with the size and policies of the manufacturer. Advancement may be to technical sales or as a manufacturer's field representative or federal employee. You may move into production supervision, industrial safety, or -- if you have good writing skills -- technical writing. Additional study can lead to an engineering degree.

Salary

Starting salaries with a two-year postsecondary program are about $13,700 nationally. The average salary for all Electronics Technicians is slightly over $20,000.

Related Jobs

Electrical Technician, Semi-conductor-Development Technician, Instrumentation Technician, Electrical Drafter, Electronic Drafter.

> "I've got the most interesting job in the Company! It's never boring, and the education is there for the listening." (Theresa B.)

Job Title	**Metallurgical Technician** (also Metallurgical-Laboratory Assistant, Metallurgical Tester, Physical-Laboratory Assistant)
Job Duties	Metallurgical Technicians examine and test metal samples to determine their physical makeup. They study the samples under microscopes to note their structure and characteristics. They run tests to see how the metals react under different conditions, such as wind, temperature, and stress. To study a specimen, the Metallurgical Technician mounts it in epoxy, polishes it, and etches it. Etching involves treating the metal with acid to make its structure more easily seen. Specimens are then photographed in order to measure the size of the grain and determine their hardness. Metallurgical Technicians also examine metal and alloy samples with X-ray, gamma-ray, and magnetic-flux equipment. In this way they can check it for internal fractures, impurities, or other defects. Numerous other tests are run to determine the strength or other properties of the different metals. Metallurgical Technicians also submit written reports on the various tests and their results. They work under the supervision of a Metallographer.
Job Environment	Work is conducted in clean, well-lighted, and air-conditioned laboratories.
Interests and Abilities Needed	You enjoy (or think you might enjoy) activities such as: • using test tubes, microscopes, or other scientific equipment • reading scientific or technical manuals, or other scientific equipment • collecting rocks and identifying the minerals present • studying algebra or geometry • weighing facts and thinking problems through

Reprinted from *Time for a Change: A Woman's Guide to Nontraditional Occupations*, 1980 ,with permission from Ellis Associates, Inc., Tulsa, Oklahoma.

You should also be able to:

- understand scientific language and symbols
- follow technical instructions given verbally, in writing, or in the form of charts and graphs
- use eyes, hands, and fingers to operate delicate equipment

You will also need:

- good vision
- a good memory
- precision and accuracy
- good observation of detail

Training Needed	Minimum on-the-job training is apprenticeship by the employer or two years in a postsecondary school. Apprentices must have high school science courses.
Job Outlook	Jobs can be found in most parts of the country. Employment of Metallurgical Technicians is expected to increase faster than the average for all occupations throughout the 1980's.
Job Benefits and Advancment	Benefit and advancement opportunities are excellent. With further study and experience you can advance to technologist and even engineering positions.
Salary	Salaries are rising rapidly. Starting salaries are about $13,700, while average salaries for all workers in the field are slightly over $20,000.
Related Jobs	Ultrasound Technologist, Sampler (minerals and earth), Film Laboratory Technician (motion pictures), Assayer, Chemical-Laboratory Technician, Hot-Cell Technician, Drug Technician, Scientific Helper, Quality-Control Technician.

> "I love the outdoors and I prefer working in a group. This job is just perfect for me." (Geraldine E.)

Job Title	**Surveyor**
Job Duties	Surveyors plan, organize, and direct survey parties of four to seven people. With their teams they pinpoint the exact location and measurements of points, elevations, lines, areas, and contours of the earth's surface. In this way, they establish official land boundaries, research deeds, writes descriptions of land for legal purposes, help to set land valuations, measure construction and mining sites, and collect information for maps and charts. Some surveyors specialize in highway or land surveying, working for state or federal government or architectural or contracting companies. Others specialize in mining, pipe-line, gravity or magnetic surveying and work for mining, petroleum, or natural gas companies. In order to get the information they need, Surveyors may research previous survey information, maps, deeds, aerial photographs, and other records. They must keep accurate notes, records, and sketches to describe the work performed. They coordinate their findings with the work of engineering and architectural staff, clients, and/or others involved in the project. Surveyors who locate and describe land boundaries are legally responsible for their work. They must be licensed by the state.
Job Environment	Surveyors spend much of their time outdoors where working conditions ar determined by the weather. They often work overtime in the summer. Thermal underwear in the winter and boots to avoid snakebites, poisonous plants, etc. are standard equipment. Hiking and climbing with heavy packs of equipment is necessary. Surveyors sometimes must commute long distances or find temporary housing near the survey site. A considerable amount of work is done in the office preparing maps, sketches, and reports.
Interests and Abilities Needed	You enjoy (or think you might enjoy) activities such as: • working outdoors • climbing and hiking • mechanical drawing and drafting

Reprinted from *Time for a Change: A Woman's Guide to Nontraditional Occupations*, 1980 ,with permission from Ellis Associates, Inc., Tulsa, Oklahoma.

- working math problems in your head
- making models of airplanes or cars following detailed plans
- studying sciences such as physics or chemistry
- working with scientific formulas

You should also be able to:
- work closely with people as a team
- visualize and understand objects, distances, sizes, and other abstract forms
- pay attention to minute details
- have leadership and supervisory qualities

You will also need:
- physical stamina to work outdoors and carry heavy equipment
- good eyesight, coordination, and hearing

Training Needed One to three years of postsecondary training plus on-the-job training. High school graduates with little formal training sometimes start as surveyor helpers. Three to eight years of experience and passing a written exam is generally required for licensing.

Job Outlook Expected to increase as fast as average for all occupations through the 1980's.

Job Benefits and Advancement Benefits will vary with the type company you join, but they are usually very good. With experience, Surveyors can advance to **Party Chief** and finally to **Licensed Surveyor**. Some companies will hire high school graduates as **Surveyor Helpers**. After several years of on-the-job experience along with some formal training, Surveyor Helpers can advance to Instrument Assistant and then to Party Chief. Those with postsecondary school training in surveying can begin as Instrument Assistant and work up. Promotions are often based on written examinations as well as experience.

Salary Starting salaries for beginners with associate degrees and courses in surveying range from $13,000 to $16,000. The average salary for workers in the federal government is about $25,000.

Related Jobs Cartographic Drafter, Field-map Editor, Geodesist, Map Editor, Mosaicist, Photogrammetric Engineer, Photogrammetrist, and Topological Drafter.

> "I like the money. I want to be challenged. The work changes, so I don't get bored. And I have relatives who are lithographers, too." (Debra F.)

Job Title	**Lithographer**
Job Duties	Lithographer is a general title for offset-print workers. Lithographers generally specialize in one of several areas: camera operators, lithographic artists, strippers and platemakers. Camera operators take photographs of the material to be printed and develop negatives. Lithographic artists make whatever corrections are needed on the negative. They use special chemicals, dyes and tools to sharpen images, lighten negatives or darken areas. the stripper then makes layouts by arranging and pasting the negatives on layout sheets called "flats" or "strip ups." After photographs are made, they are sent to platemaking departments. Here the plates are covered with special chemicals and the layout sheets are set on top of the plate and exposed to strong lights. The plates are treated to bring out the images. Then the plate is put on the press while a lithographic press operator adjusts the pressure, water and ink rollers, mixes the inks and operates the offset press.
Job Environment	You will be on your feet most of the day and sometime work overtime. For lithographic artists and strippers, the work can be tiring because of the fine detail. It is not, however, physically demanding. Platemakers work with toxic chemicals and may have skin irritations. Work areas are usually air-conditioned and well-lighted. Some lithographers work at night.
Interests and Abilities Needed	You should enjoy (or think you might enjoy) activities such as: • painting, drawing, or modeling • decorating and creating decorations for objects such as cakes, ceramics, pottery, etc. • working paint-by-number pictures • using wood-burning tools to make designs • working with your hands and making things such as jewelry, pottery, etc. • turning out quality work • studying chemistry and some other sciences

Reprinted from *Time for a Change: A Woman's Guide to Nontraditional Occupations*, 1980 ,with permission from Ellis Associates, Inc., Tulsa, Oklahoma.

You should also be able to:
- determine which art tools are best for different purposes
- visualize the finished product from drawings and sketches

You will also need:
- good manual and finger dexterity
- patience and precision
- good eyesight

Training Needed Employers sometimes hire high school graduates with art or photography hobbies and courses. The best opportunities, however, are for graduates of a two-year course in printing technology. Five year apprenticeship programs are occasionally available in which you can work and get paid as you learn. Or you can start as a helper and later apply for apprentice training through the employer or unions. The Graphic Arts International Union, for example, has a PEP program (Project for Equal Progression) in which union women are upgraded from lower paying, dead-end jobs to skilled jobs within the trades.

Job Outlook The whole field of offset printing continues to grow rapidly. Job opportunities, therefore, are expected to increase faster than average for all occupations in the 1980's.

Job Benefits and Advancement Benefits and advancement opportunities vary depending on the size and type of company you are with as well as whether you are unionized or not. With experience, you may advance to supervisory positions, open your own business, or do free-lance or contract work.

Salary Starting salaries for lithographers will run from $14,000 to almost $17,000. Average salaries for all lithographic workers are about $28,000.

Related Jobs Sign Painter, Jeweler, Decorator, Engraver, and Photoengraver.

> "There isn't any question about women being able to do this job -- Rosie the Riveter proved it a long time ago. And I'm sure glad she did -- I love the job and I love the pay." (Andrea D.)

Job Title	**Welder** (Arc, Gun, Gas, Resistance, Solid State)

Job Duties

Welding is the process of joining pieces of material, usually metal, by melting them with extreme heat. For each type of welding, different processes are used to create heat and apply it to the parts to be joined. In arc welding, heat is created by electricity. In gas welding, burning gases melt the metal. Gun welding involves the use of electrodes to heat the metal to the joining temperature. Other processes include resistance and solid state welding.

Welders are protected from burns and eye injuries by wearing protective clothing. This includes safety shoes, goggles, and helmets with protective lenses.

Job Environment

Good lighting and ventilation, but may be exposed to toxic fumes and extreme heat. Highly skilled workers may spend long periods of time in booths where they may by isolated from other workers. Welders are often in contact with grease, rust, and dirt on the metal surfaces.

Interests and Abilities Needed

You enjoy (or think you might enjoy) activities such as:
- building models according to detailed plans and instructions
- studying science
- working basic math problems
- working with your hands

You must also be able to:
- work with precision
- work in cramped or awkward positions
- concentrate on detailed work for long periods

You will also need:
- good eyesight
- good hand-eye coordination

Reprinted from *Time for a Change: A Woman's Guide to Nontraditional Occupations*, 1980 ,with permission from Ellis Associates, Inc., Tulsa, Oklahoma.

Training Needed	Unskilled welding jobs require only on-the-job training. Preference is given to applicants with high school or some vocational school training in welding. Courses in shop math, mechanical drawing, blueprint reading, physics and chemistry are also useful. Semi-skilled welders can obtain jobs with a few months to a year of postsecondary training. Skilled welders hold associate degrees or sometimes obtain training through apprenticeships. Many go on for further advanced training, often at the expense of the employer.
Job Outlook	The need for welders varies somewhat with the economy. Employment of welders is, nonetheless, expected to increase faster than the average for all occupations through the 1980's.
Job Benefits and Advancement	Benefits depend on the size of the company, type employer, and the industry you work for. Many employers train and upgrade unskilled and semi-skilled workers at no expense to the employee. Skilled welders nay be promoted to welding inspectors, technicians, or supervisors. There is a strong demand for experienced welders with college training in the composition and behavior of metals. These welding engineers develop new uses for welding. A few experienced welders open their own repair shops.
Salary	Semi-skilled industrial welders average $10 an hour (up to $23,000 a year.) More highly skilled welders in construction earn considerably more, about $13.50 to $14.50 an hour. Their work is seasonal, however, and it often involves considerable overtime. There is, therefore, no certain annual income based on the hourly wage.
Related Jobs	Blacksmith, Forge Shop Worker, All-round Machinist, Instrument Maker (Mechanical), Machine Tool Operator, Tool-and-Die Maker.

> "Computers are an open door for women. Opportunity is there -- and it's only the beginning!" (Arlene C.)

Job Title	**Computer Service Technician** (also Field Engineer, Customer Engineer)
Job Duties	Computer Service Technicians install and repair computer equipment. They follow blueprints and manufacturers' detailed instructions as well as customer layout plans. They direct installation, demonstrate equipment, and train workers in repair and service techniques. Computer installation involves laying cables and hooking up intricate electrical connections between each unit of the equipment. In servicing equipment, technicians may oil, clean and adjust the parts to keep the system in good running order. Computer repair may require several hours to diagnose a single malfunction. Repairs may involve tightening or soldering wires and replacing components. Computer Service Technicians keep exact records of repairs, adjustments, and tests.
Job Environment	Computer Service Technicians generally work in large metropolitan areas where computers are used by many businesses. Installation and repair work is often done in , air-conditioned offices. Although the normal workweek is 40 hours, a considerable amount of overtime can be expected. Technicians are also on call at night for emergency repair. Some companies rotate shiftwork. Travel is usually local and does not involve overnight trips. Some bending and lifting is necessary, but the work is not strenuous. There are no work hazards other than burns and electric shock. These can be avoided by following basic safety practices.
Interests and Abilities Needed	You enjoy (or think you might enjoy) activities such as: • hobbies such as operating or building ham radios or stereo equipment • building models according to detailed diagrams and instructions • reading magazines or trade papers about mechanics • repairing lamps and extension cords • working with your hands and fingers • solving basic math problems

Reprinted from *Time for a Change: A Woman's Guide to Nontraditional Occupations,* 1980 ,with permission from Ellis Associates, Inc., Tulsa, Oklahoma.

You should also be able to:
- understand mechanical detail
- use simple hand tools or machines
- visualize how a system operates
- work well with people

You will also need:
- good eyesight and color vision
- normal hearing
- a driver's license
- patience

Training Needed

One to two years postsecondary training in basic electronics or electrical engineering. Employers also consider the electronics offered by the Armed Forces to be excellent preparation for trainees.

Job Outlook

Exceptionally good. Employment of Computer Service Technicians is expected to grow much faster than the average for all occupations through the 1980's. Economic expansion and the development of new uses of computer equipment will increase the need for experienced technicians.

Job Benefits and Advancement

Most technicians work for large manufacturers where benefits are excellent. Some experienced technicians obtain advanced training (often through the company) and become "trouble-shooters." They solve the big problems and are highly paid. Experienced technicians with leadership abilities may become supervisors and service managers. Others may move into equipment sales or -- with further training -- programming or management.

Salary

Salaries for fully trained technicians in the computer field range from $17,500 of over $26,000. Entry-level salaries are about $15,000. Overtime pay is excellent.

Related Jobs

Appliance Repairers, Radio Repairers, Radar Mechanics, Television Service Technicians.

> "When I was a secretary, I was fascinated watching the repairmen fix our office machines. It didn't look that hard, so I decided to learn how myself. I love it and I can earn nearly twice as much." (Janet C.)

Job Title

Business Machine Repairer (also Office-Machine Servicer, Field Engineer, Office Equipment Mechanic, Customer Engineer)

Job Duties

Business Machine Repairers repair and service office machines such as adding machines, calculators, copiers, and typewriters. They visit offices for routine maintenance or to repair equipment. they operate machinery to test the parts and locate problems. They check for wear and replace worn or broken parts. They clean, oil, and adjust the machine and show operators how to use them more efficiently. When a problem is diagnosed, Business Machine Repairers explain it to the customer and make the necessary repair. Most office equipment tests and repairs are made with different types of meters and a small set of hand tools. Hand tools include pliers, screwdrivers, and wrenches. Some power tools as well as soldering and welding equipment are used.

Job Environment

Business Machine Repairers work in offices and wear business clothes. The work is cleaner than most industrial jobs and not too strenuous. There are no hazards. There is a considerable amount of local travel, but overnight is not generally involved. Repairers work with little direct supervision. They set up their own maintenance and repair schedule, allowing for emergency repairs.

Interests and Abilities Needed

You enjoy (or think you might enjoy) activities such as:

- building models according to diagrams and detailed instructions
- reading magazines or trade papers about mechanics
- repairing electrical things around the house
- working with your hands and fingers

You should also be able to:

- understand mechanical detail
- use simple hand tools
- visualize how a system works
- work well with customers

Reprinted from *Time for a Change: A Woman's Guide to Nontraditional Occupations*, 1980 ,with permission from Ellis Associates, Inc., Tulsa, Oklahoma.

You will also need:

- good color vision
- good hand-eye coordination
- good manual and finger dexterity
- a driver's license
- patience

Training Needed	One to two years of technical training in electricity or electronics. Occasionally employers will hire directly from high school if a student has basic electronics courses and/or hobbies involving electronics. Such employers often provide training. The Armed Forces also offer good basic training in electronics. Employers and manufacturers often provide seminars and other types of updating and upgrading.
Job Outlook	Excellent. The demand for Business Machine Repairers is expected to be greater than the average for all occupations through the 1980's.
Job Benefits and Advancement	Benefits vary with the size of the company, but they are generally very good. Repairers often advance to sales jobs as manufacturers' representatives. Or they may become service managers or supervisors. Some experienced repairers open their own repair shops, become independent dealers, or buy sales franchises from their companies.
Salary	Entry-level jobs pay about $14,500. Experienced Business Machine Repairers can expect to earn over $20,000. Workers who are familiar with different types of equipment earn more than those limited to one type of machine. Earnings for Business Machine Repairers are often as great as earnings for computer service technicians.
Related Jobs	Computer Service Technicians, Appliance Repairer, Automotive Electrician, Electronic Organ Technician, Instrument Repairer, Radio Repairer, Radar Mechanic, Television Service Technician.

> "I wanted to take a TV repair course, but my friends said I wouldn't like it. I loved the electronics part of it so much I enrolled in a two-year electrical technology program. I repair TV's part-time and study part-time. Going back to school changed by outlook, my priorities, my whole life!" (Carole W.)

Job Title

Television and Radio Repairer (also, Television and Radio Service Technician)

Job Duties

TV and Radio Repairers repair and adjust radios and television receivers. They tune receivers on each channel and check the picture and circuits to locate the problem. They examine the chassis, test circuit voltages, test and change tubes, solder loose connections. They repair or replace defective parts and may also install television sets. After locating the problem, they explain it to the customer and estimate the cost of the repair.

TV and Radio Repairers follow complex diagrams. They use hand tools and electronic testing instruments such as voltmeters, oscilloscopes, and signal generators.

Job Environment

TV and Radio Repairers work alone in shops or customers' homes. Conditions are generally good. Driving a van, sometimes for considerable distances, is required of technicians who service sets in homes. Possible hazards include electrical shock and strains from lifting and carrying heavy sets. Work week average from 40-48 hours and the work is generally steady.

Interests and Abilities Needed

You enjoy (or think you might enjoy) activities such as:

- figuring out what's wrong with things that don't work
- repairing broken things
- using your arms, hands, and fingers
- working by yourself with little supervision

You should also be able to:

- understand detailed diagrams and instructions
- visualize how a system operates
- use simple math to make estimates
- lift heavy objects
- deal well with customers

Reprinted from *Time for a Change: A Woman's Guide to Nontraditional Occupations,* 1980 ,with permission from Ellis Associates, Inc., Tulsa, Oklahoma.

You will also need:

- good hand-eye coordination
- normal hearing
- good eyesight
- color vision
- a driver's license

Training Needed

Training for entry-level jobs can be either on the high school or postsecondary level. Programs should be in radio and television repair or electronics and run from one to two years. They include courses in math, physics, schematic reading, electricity, and hands-on repair experience.

Job Outlook

Employment in the field is expected to increase faster than the average for all occupations through the 1980's.

Job Benefits and Advancement

Benefits for technicians who work in repair shops or small stores may be limited. About one-fifth of all Television and Radio Repairers are self-employed.

New technicians generally begin working in the shop under supervision. They must keep up-to-date as new technology develops. Training is often provided by manufacturers, employers, and trade associations. Workers also study on their own, using manufacturers' service manuals and technical publications. Experienced technicians in large shops may advance to supervisor or service manager. Others open their own shops. Some work as "troubleshooters" for manufacturers. Advancement to electronics technician jobs require courses in automatic controls, electronic and/or television engineering, and math.

Salary

Salaries vary widely, depending on skill levels, types of employers, and geographic locations. Some belong to unions and receive higher wages than the average. Entry-level salaries are about $13,500. The average national salary for all workers in the field is a little over $22,000.

Related Jobs

Appliance Repairers, Business Machine Repairers, Computer Service Technicians, Communications Technician, Electronic Organ Technicians.

> "Energy efficiency is the big thing these days -- there are new developments all the time. I'm going to school at night so I can be a technician -- this is a fascinating field!" (Frances L.)

Job Title	**Air Conditioning and Refrigeration Mechanic** (also Environmental-Control-System Installer-Servicer)
Job Duties	Air-Conditioning Mechanics install, service, and repair climate-control systems in homes, and commercial establishments. They use blueprints and engineering specifications to mount and assemble the system. Air-Conditioning Mechanics install ductwork and chassis parts and connect tubing and pipes. They put in filters, add freon, and test the equipment to see that it is running properly. They also replace or repair defective or worn parts. Refrigeration Mechanics install and repair industrial and commercial refrigeration equipment. Using blueprints and engineering specifications, they determine the layouts of components. They drill holes to secure equipment and lift the components into position. They then secure the parts in place with screws, bolts, rivets, welds, etc. When the components are in place, Refrigeration Mechanics cut, thread and connect pipes between them, add the gas to fluid to system and start it. They check to see that the system is operating properly, reading gauges and adjusting valves. Refrigeration mechanics also repair systems by replacing of adjusting worn parts. Both Air-Conditioning and Refrigeration Mechanics use electrician's hand tools and test equipment.
Job Environment	Most Air-Conditioning Mechanics work in private homes or offices, although some specialize in industrial equipment. Refrigeration Mechanics work in industrial and commercial settings. Industrial installation and repairs involve heavier work. Installing ducts may mean working in awkward positions in cramped quarters.

Reprinted from *Time for a Change: A Woman's Guide to Nontraditional Occupations*, 1980 ,with permission from Ellis Associates, Inc., Tulsa, Oklahoma.

Interests and Abilities Needed

You enjoy (or think you might enjoy) activities such as:
- assembling clothing, or other objects according to detailed patterns and instructions
- reading magazines about mechanics
- solving math problems
- studying science
- working with your hands

You should also be able to:
- work accurately and precisely
- use hand tools
- understand mechanical detail

You will also need:
- good physical condition for lifting and moving heavy equipment

Training Needed

One to two years of secondary or postsecondary training. Limited apprenticeships are available and some employers provide on-the-job training. High school graduates with courses in math, mechanical drawing, electricity, physics, and blueprint reading are preferred for apprenticeships and on-the-job training.

Job Outlook

The demand for Air-Conditioning and Refrigeration Mechanics is expected to be about the same as for the average for all occupations throughout the 1980's.

Job Benefits and Advancement

Benefits depend on the type and size of the employer. Those working for large equipment manufacturers or dealers may have excellent benefits. Smaller engineering firms or contractors offer fewer benefits. Some experienced Air-Conditioning and Refrigeration Mechanics become supervisors. Some open their own contracting businesses.

Salary

Beginning wages for Air-Conditioning and Refrigeration Mechanics are about $11,000. Average wages for all workers in the field range from $28,000 to $35,000.

Related Jobs

Pipefitter, Plumber, Sheet Metal-Worker, Electrical Appliance Servicer, Electrician, Boilermaker.

"My dad was a cement-mason. I liked to watch him work, but it was the terrazzo work that really turned me on -- you can do so much with it and get such different effects." (Karen K.)

Job Title	**Terrazzo Worker**

Job Duties

Terrazzo Workers create durable and decorative terrazzo finishes for floors, stairways, and cabinet fixtures according to drawings and specifications. This is done by applying cement, sand, pigment, and marble chips to the selected surfaces.

Terrazzo Workers begin this process by spreading roofing paper on the foundation surface. A mixture of sand, cement, and water is then spread over it to form the terrazzo base. Metal strips are pressed into the base to form the design or pattern and define the level of the finished surface. Once the base is completed, the Terrazzo Worker spreads a mixture of marble chips, cement, pigment, and water over it. This forms the finished surface. Marble chips are then scattered over the finished surface and a lightweight roller is pushed over it to embed the chips. After the surface dries, the Terrazzo Worker grinds and polishes it with electric-powered surfacing machines.

Terrazzo Workers use tools such as trowels, floats, surfacing machines, and portable hand grinders. Some Terrazzo Workers perform finishing operations only and are called Terrazzo Finishers of Terrazzo Polishers. Most Terrazzo Workers work for contractors who specialize in installing decorative floors and wall panels. Others are self-employed and often specialize in floors.

Job Environment

Terrazzo Workers usually work outdoors at construction sites in a variety of temperatures. Outdoor work is generally stopped, however, during rain of freezing weather. In good weather, you can expect to work overtime. The work is active and strenuous. Most of it is done on floors at ground level, and much kneeling and stooping is required.

Reprinted from *Time for a Change: A Woman's Guide to Nontraditional Occupations*, 1980 ,with permission from Ellis Associates, Inc., Tulsa, Oklahoma.

Interests and Abilities Needed

You enjoy (or think you might enjoy) activities such as:

- building models from detailed instructions and patterns
- making minor repairs around the house
- working with your hands
- working outdoors
- working in groups

You should also be able to:

- use simple hand tools and machines
- work with accuracy and precision
- solve basic math problems
- picture what the finished product will look like
- accept responsibility for the accuracy of your work

You will also need:

- a driver's license to commute to construction site
- physical stamina

Training Needed

The terrazzo trade can be learned through on-the-job training as helpers. Two to three-year apprenticeship programs are occasionally available. Employers often look for high school courses in shop math and blueprint reading or mechanical drawing when selecting trainees.

Job Outlook

Opportunities in the construction industry vary with the general economy. Overall, employment of Terrazzo Workers is expected to increase by over 30 percent through the 1980's.

Job Benefits and Advancement

Except for federal Workmen's Compensation and Unemployment Compensation programs, most contractors offer few benefits. Workers are eligible to participate in individual retirement plans such as the tax-deferred IRA and KEOGH plans. Experienced Terrazzo Workers may advance to supervisors or contract estimators or may open their own contracting businesses.

Salary

Union wages are considerably higher that nonunion wages. Nonunion wages also depend on the geographic region and the size and economic development of an area. Overtime pay during periods of good weather is very high. Union terrazzo workers earn about $13.50 an hour. The work is seasonal, however, and often involves overtime. There is, therefore, no certain annual income based on hourly wage.

Related Jobs

Cement Mason, Bricklayer, Form Builder, Marble Setter, Iron Worker, Stonemason, Tilesetter.

VTAE Program Descriptions

AUTO BODY

Description:	This one year vocational program trains students to straighten and refinish damaged bodies and parts of automobiles and light trucks.
Responsibilities:	Weld body metal using modern welding equipment, repair plastic and fiberglass body parts; perform unibody repair; straighten and bring frames into line using hydraulic jacks and pulling devices; fill imperfections; refinish repaired surfaces; learn to mix and apply the proper color paint and industrial finishes; paint vehicles and industrial equipment; make auto glass repairs; read and interpret service manuals.
Job Potential:	Auto Body Repairer
Related Jobs:	Auto Body Repairer Helper, Auto Painter, Auto Repair Service Salesperson, Parts Counterperson, Air Conditioning Repairer, Auto Electric Serviceperson, Front End and Alignment Serviceperson, Automobile Assembly.

Tools and Safety Equipment Required

Workshop Activities:	Learn to Write a Damage Report Watch Slide Series Discussions on Auto Body as a Career Shop Tour Observe Auto Body Repair Work
Safety Issues:	**Eye Protection Required**
Clothing:	Work attire Protective smock

Reprinted with permission from Beth Pierce, Blackhawk Technical College, Janesville, Wisconsin.

AUTO SERVICING/AUTO MECHANIC

Description: One year Auto Servicing and two year Auto Mechanics vocational programs teach students automotive repair and maintenance.

Responsibilities: Students learn to: use hand and machine tools; conduct diagnostic testing on engines, cooling systems, carburetors, electrical systems; operate computerized equipment; test the operation of transmissions, steering gears and brakes; plan repairs; prepare records and costs; fill out estimates, etc.

Job Potential: Auto and Light Truck Mechanic

Related Jobs: Auto Mechanic Helper, Service Mechanic, Transmission Mechanic, Service Manager

Tools and Safety Equipment Required

Workshop Activities: Demonstration and Participation in:

- Inspection of Brake, Fluids, Belts, and Hoses
- Safety Inspection
- Programming Diagnostic Computer

Safety Issues: **Eye Protection Required**

Clothing: Appropriate Work Clothing Suggested
Protective Smocks Available

Reprinted with permission from Beth Pierce, Blackhawk Technical College, Janesville, Wisconsin.

BUSINESS EQUIPMENT SERVICE TECHNICIAN

Description:	This one year vocational program prepares Business Equipment Service Technician students to service equipment such as manual, electric and electronic typewriters, calculators, copiers.
Responsibilities:	Must have knowledge and technical skills to recognize and correct or prevent problems that cause malfunction or breakdowns on office equipment; inspections; servicing; maintenance.
Job Potential:	Office Machine Service Technician
Related Jobs:	Office Machine Salesperson; PC Board Troubleshooter; Parts Inventory Maintenance Person
	Tools and Safety Equipment Required
Workshop Activities:	Lecture Discussion of Program and Job Potential Introduction to Volt Ohmmeters Hands-On Exploration
Safety Issues:	**Eye Protection Required**
Clothing:	Appropriate Work Clothing Suggested Protective Smocks Available

Reprinted with permission from Beth Pierce, Blackhawk Technical College, Janesville, Wisconsin.

ELECTRIC POWER DISTRIBUTION

Description: This one year vocational diploma program prepares a student to advance to an electric lineworker apprenticeship and related occupations.

Responsibilities: Students learn: to properly climb poles and install line hardware and equipment; safety procedures; motor vehicle operation and maintenance; application of rubber protective equipment; use of hot sticks; introductory electricity.

Job Potential: Lineworker Apprentice

Tools and Safety Equipment Required

Workshop Activities: Lecture
Hands-On Exploration of Tools and Equipment
Film

Safety Issues: None

Clothing: General

Reprinted with permission from Beth Pierce, Blackhawk Technical College, Janesville, Wisconsin.

MACHINE MAINTENANCE

Description:	This one year vocational diploma program teaches students: to repair and maintain machinery and other equipment, to use machine tools to make metal parts, and to plan and carry through all operations needed in turning out machine parts.
Responsibilities:	Students learn: to select tools and required materials to make repairs; to plan cutting and finishing operations according to printed specifications; to use precision measurement instruments; to practice preventative maintenance.
Job Potential:	Maintenance Mechanic/Machinist; Shop Mechanic; Machine Repairperson; Machinist/Machine Operator
Related Jobs:	Production Machine Operator; Tape Control Machine Operator; Machine Shop Foreman; Tool and Die Maker; Job Sitter; NC Programmer; Tool Designer
	Tools and Safety Equipment Required
Workshop Activities:	Discussion Demonstration of CAM and/or CNC Blueprint Demonstration Hands-On training in Power Tool Usage Hands-On training of Hand Tool Usage
Safety Issues:	**Eye Protection Required**
Clothing:	Appropriate Work Clothing Suggested Protective Smock Available

Reprinted with permission from Beth Pierce, Blackhawk Technical College, Janesville, Wisconsin.

MACHINE TOOL OPERATOR

Description:	Students in this one year vocational diploma program learn to set up and operate lathes, drill presses, milling machines, grinders, computer numerical equipment, and special purpose machines to shape metal work pieces to close specifications.
Responsibilities:	Students learn: to use cutting tools, tool holders, drilling and milling vices, hydraulic vices, strap clamps, and precision measuring instruments; to operate CNC and CAM equipment.
Job Potential:	Machine Tool Operator
Related Jobs:	Machine Feeder; Punch Press Operator; Do-All-Saw Operator; Machine Set-Up Operator; Machinist; Machine Shop Foreperson
	Tools and Safety Equipment Required
Workshop Activities:	Discussion Demonstration of CAM and/or CNC Blueprint Demonstration Hands-On training in Power Tool Usage Hands-On training in Hand Tool Usage
Safety Issues:	**Eye Protection Required**
Clothing:	Appropriate Work Clothing Suggested Protective Smock Available

Reprinted with permission from Beth Pierce, Blackhawk Technical College, Janesville, Wisconsin.

WELDING

Description:	This one year vocational diploma program is designed to develop manipulative skills in the use of welding equipment and to provide an understanding of problems involved in common types of welding fabrication and repair.
Responsibilities:	Students learn: blueprint reading; to set up acetylene and other fuel gases for cutting; to clean work pieces using wire brushes; to operate portable grinders and files; to cut metal plates or structured shapes using flame-cutting apparatus or hand torches; theory of the welding process; the skills necessary in welding joints and welds in all positions; six methods of welding (gas, gas-tungston arc, metal cored, gas metal arc, shielded metal arc, and fixed cored welding).
Potential Jobs:	Welder
Related Jobs:	Welder Helper, Tacker, Production Line Welder, Fabrication; Machine Maintenance Helper-Welding
	Tools and Safety Equipment Required
Workshop Activities:	Set up and operate welding and fuel gas cutting equipment Students will be introduced to the theory and application of six welding processes through hands-on exploration. Hands-On introduction to: grinders, sanders, shear, measuring tools
Safety Issues:	**Eye Protection Required** Welding Gloves Required Welding Mask Required Smocks Required
Clothing:	Appropriate Protective Clothing Required

Reprinted with permission from Beth Pierce, Blackhawk Technical College, Janesville, Wisconsin.

AIRCRAFT ELECTRONICS

Description:	This two year vocational diploma program provides a thorough understanding of the fundamentals of electricity and electronics, and includes preparation for taking the Federal Communications Commissions tests as well as "hands-on" line work in the FAA approved Repair Station No. 3479, Radio Class 1, 2, 3, at the Rock County Airport.
Potential Jobs:	Aircraft Electronics Technician Electronics Inspector, Public Service Two-Way Radio Technician, Radio/Television Electronic Technician, Electronic Repairperson.

Tools and Safety Equipment Required

Workshop Activities:	Lecture Discussion of Program and Occupations Hands-On Exploration Tour
Safety Issues:	**Eye Protection Required**
Clothing:	Appropriate Work Clothing Suggested

Reprinted with permission from Beth Pierce, Blackhawk Technical College, Janesville, Wisconsin.

AIRFRAME AND POWERPLANT MECHANIC

Description:	Graduates of this two year vocational diploma program are qualified to take the FFA written, oral and practical tests, which are required for licensing as airframe and powerplant mechanics. The program offers training on the same airworthy aircraft and engines as found in the field. Students are required to do work of the highest airworthy standards. Maturity and ability to do precision work are essential for success in this program.
Responsibilities:	Students learn: to make decisions on the airworthiness of aircraft structures, systems, engines, propellers and components after performing inspections, repairs, alterations, and maintenance on airworthy aircraft engines and components. Students are trained to work on piston and jet powered aircraft, helicopters, piston and turbine engines.
Job Potential:	Aircraft Mechanic, Aviation Maintenance Technician
Related Jobs:	Aircraft and Engine Mechanic, Apprentice or Helper Repairperson
	Tools and Safety Equipment required
Workshop Activities:	Lecture Discussion of Program and Occupations Hands-on Exploration Tour
Safety Issues:	**Eye Protection Required**
Clothing:	Appropriate Work Clothing Suggested

Reprinted with permission from Beth Pierce, Blackhawk Technical College, Janesville, Wisconsin.

ELECTRO-MECHANICAL TECHNICIAN

Description: An Electro-Mechanical Technician who graduates from this two year Associate Degree Program fabricates, tests, analyzes, adjusts, repairs, and maintains various machinery and devices that are electronic and mechanical in nature.

Responsibilities: Students learn the essentials of electronics, hydraulics, pneumatics, motors, robots and mechanical devices. They develop skill and knowledge in operating specialized electronic and mechanical test instruments.

Job Potential: Electro-Mechanical Technician, Robotics Technician, Automation Technician.

Related Jobs: Electro-Mechanical Maintenance Technician, Machine Repairer, Electronic Assembler and Tester, Instrument Mechanic, Electric Equipment Repairer, Hydraulic/Pneumatic System Technician

Tools and Safety Equipment Required

Workshop Activities: Lecture
Discussion of Program and Occupations
Hands-on Exploration of Electronic Equipment

Safety Issues: **Eye Protection Required**

Clothing: Appropriate Work Clothing Suggested

Reprinted with permission from Beth Pierce, Blackhawk Technical College, Janesville, Wisconsin.

ELECTRONIC TECHNOLOGY

Description:	Graduates of this two year Associate Degree Program perform a variety of duties in the manufacture of electronic equipment, research and development of new equipment or the repair and maintenance of existing equipment.
Responsibilities:	Electronic Technicians test and inspect electronic equipment on the assembly lines; test, adjust and repair completed equipment; build experimental models of equipment; make complex tests of newly developed instruments called Systems; inspect equipment while in use; perform preventive maintenance; troubleshoot and repair or replace defective parts; read diagrams and follow mathematical formulas in diagnosing problems.
Job Potential:	Electronic Technician, Electronic Systems Technician, Computer/Digital Systems Technician, Electronics Engineering Assistant, Laboratory Service Technician.
Related Jobs:	Electronic Print Circuit Board/Layout Drafter, Instrumentation Technician, Electronic Systems Analyzer, Electronic Maintenance Supervisor, Technical Writer.
	Tools and Safety Equipment Required
Workshop Activities:	Lecture/AV Presentation of Opportunities in Electronics. Hands-On Component using basic electronic tools and equipment.
Safety Issues:	None
Clothing:	General

Reprinted with permission from Beth Pierce, Blackhawk Technical College, Janesville, Wisconsin.

MECHANICAL DESIGN

Description: The graduate of this two year Associate Degree Program is a trained member of the engineering team engaged in the design, planning, development and testing of mechanical components and machines. Training for this career requires technical skill of drafting and knowledge of scientific and engineering principles as related to and applied to design.

Responsibilities: Students learn: to apply theory and principles of mechanical engineering to the design, development, and testing of machinery and mechanical equipment; to review project instructions, contract, and specifications to determine test values, procedures and component functions; equipment testing; redesign of components; drawing, preparation and development for fabrication and assembly of new or modified mechanical components.

Job Potential: Mechanical Design Technician, Mechanical Draftsperson

Related Jobs: Industrial Engineering Assistant, Mechanical Design Technician/Supervisor; Tool and Die Designer; Tool Designer/Engineer; Technical Illustrator; Engineering/Manufacturing.

Tools and Safety Equipment Required

Workshop Activities: Discussion of program, employment outlook, and professional opportunities. Demonstration and Hands-On exploration of CAD.

Safety Issues: None

Clothing: General

Reprinted with permission from Beth Pierce, Blackhawk Technical College, Janesville, Wisconsin.

THE FOLLOWING AGRICULTURAL PROGRAMS OFFERED AT THE BTC NORTH CAMPUS ARE COMBINED FOR ONE WORKSHOP SESSION.

TRUCK MECHANIC

Description:	This one year Vocational Diploma Program provides training in job entry skills, heavy duty truck chassis, truck-tractor chassis and trailer chassis repair. This program can be used as the first year of the Diesel Heavy Equipment Program.
Responsibilities:	Students learn theory of operation and actual repair of heavy duty braking systems, drive trains, steering, suspension, electrical systems, fuel systems, hydraulic systems, etc.
Job Potential:	Brake Repairer, Front End Mechanic, Transmission Mechanic, Brake Adjuster, Air Conditioning Mechanic

Tool and Safety Equipment Required

AGRICULTURAL EQUIPMENT

Description:	Students work in a modern and technical training facility. Whether they wish to return to the farm, work for an implement dealership, or work on industrial implements, knowledge of maintenance, diagnosis and repair of today's agriculture and industrial machinery is a must to insure farm and business profit. This program can be used as the first year of the Diesel Heavy Equipment Mechanic Program.
Responsibilities:	Students learn: power and mechanical operating systems of tractors, lift trucks, combines, forager harvesting, planting, primary and secondary tillage and loading equipment.
Job Potential:	Farm Equipment, Servicing Mechanic, Industrial Equipment Service Mechanic, Tractor Mechanic, etc.

Tool and Safety Equipment Required

Reprinted with permission from Beth Pierce, Blackhawk Technical College, Janesville, Wisconsin.

DIESEL HEAVY EQUIPMENT MECHANIC

Description: This two year vocational diploma program provides training in job entry skills for diesel engine repair in heavy truck construction/industrial, farm, automotive, gen-set, and light marine occupation.

Responsibilities: Students learn: diesel engineer principles; diesel engineer overhaul, diesel fuel systems; heavy duty hydraulic and electrical systems; diesel engine auxiliary systems.

Tools and Safety Equipment Required

Workshop Activities:
Tour
Lecture
Hands-on Exploration of Starters, Alternators, Freon and Airconditioning
Discussion of Programs and Occupations

Safety Issues: **Eye Protection Required**

Clothing:
Appropriate Work Clothing Suggested
Protective Smocks Available

APPRENTICESHIP PROGRAMS

Apprenticeship Training Programs are offered at BTC in the following occupations: Carpentry, Electrician; Machinist/Tool and Die; Steamfitter; Plumber.

Workshop Activities:
Discussion of Apprenticeships - The Process
Two videos on: Women in the Trades, Employment Outlook/Wages/Skills

Safety Issues: None

Clothing: No Restrictions

Reprinted with permission from Beth Pierce, Blackhawk Technical College, Janesville, Wisconsin.

Nontraditional Job Credibility Chart

Targeted Nontraditional Job ____________________

Knowledge and Experience With Tools and Machinery

Skills needed:	I have these skills		I'd like to have these skills		Where I could learn them
1. ________	YES	NO	YES	NO	________
2. ________	YES	NO	YES	NO	________
3. ________	YES	NO	YES	NO	________
4. ________	YES	NO	YES	NO	________

Knowledge of Specific Trade or Industry

Knowledge Needed:	I have this knowledge		I'd like to have this knowledge		Where I could learn this
1. ________	YES	NO	YES	NO	________
2. ________	YES	NO	YES	NO	________
3. ________	YES	NO	YES	NO	________
4. ________	YES	NO	YES	NO	________

Physical Strength and Abilities

Skills Needed:	I have them		I'd like to learn them		Where I could learn them
1. ________	YES	NO	YES	NO	________
2. ________	YES	NO	YES	NO	________
3. ________	YES	NO	YES	NO	________
4. ________	YES	NO	YES	NO	________

Related On-the-Job Experiences

Useful Related Experience:	I have it		I'd like to have it		Where I could get it
1. ________	YES	NO	YES	NO	________
2. ________	YES	NO	YES	NO	________
3. ________	YES	NO	YES	NO	________
4. ________	YES	NO	YES	NO	________

Reprinted from *Women In Nontraditional Careers (WINC) Curriculum Guide*, 1984, U.S. Department of Labor, Office of the Secretary, Women's Bureau.

Knowledge of Related Safety Issues

Knowledge Needed:	I know about it		I'd like to learn about it		Where I could learn about it
Safety Hazards:					
1. ______	YES	NO	YES	NO	______
2. ______	YES	NO	YES	NO	______
Health Hazards:					
					______
3. ______	YES	NO	YES	NO	______
4. ______	YES	NO	YES	NO	______

Potential Problems Related to Sex Discrimination

Potential Problem:	I know what to do		I'd like to learn what to do		Where I could learn about it
1. ______	YES	NO	YES	NO	______
2. ______	YES	NO	YES	NO	______
3. ______	YES	NO	YES	NO	______
4. ______	YES	NO	YES	NO	______

Competency 7
Overview

To make appropriate career decisions, single parents and displaced homemakers, like all career planners, need information regarding not only their own values, interests and aptitudes, but also information concerning the job market itself. Course participants discover many options to match their individual combinations of skills and abilities, as they plan their careers. These options, however, must be considered in light of labor market trends, whether on a local or national basis. Participants must select a career that will provide sufficient job opportunities at a salary that will meet their financial needs.

Participants completing Competency 7: Skills to Locate, Evaluate, and Interpret Career Information will be able to:

7.01: Identify and utilize current career information resources (e.g., computerized career information systems, print and media materials, mentors).
7.02: Describe information related to self-assessment, career planning, occupations, prospective employers, organizational structures, and employer expectations.
7.03: Describe the uses and limitations of occupational outlook information.
7.04: Identify the diverse job opportunities available to an individual with a given set of occupational skills.
7.05: Identify opportunities available through self-employment.
7.06: Identify factors that contribute to misinformation about occupations.
7.07: Describe information about specific employers and hiring practices.

Personal needs and interests heavily influence career decisions participants will make. Realistic career planning must also consider future employment demand, even though future jobs cannot be projected with certainty due to fluctuations in the economy, policy, and demographic trends. Career researchers, therefore, must become familiar with the tools available to them to assess the changing job market.

Disseminating career and labor market information has three problems:

- it rapidly becomes obsolete;
- more is available than one individual can process;
- information carries the biases of the persons who compile it.

The primary source of national career and labor market information is the U.S. Department of Labor. Several other federal departments, those of commerce, defense, education, and The Executive Office of the President, produce career, occupational, and labor market information. Private organizations also collect, compile, and analyze national career information. Nonprofit organizations publish directories of postsecondary institutions; nongovernmental agencies produce occupational briefs, kits, magazines, and pamphlets. States produce labor market and career information by analyzing and preparing resources for counselors.

In Wisconsin, the Employment and Training Library at the state Bureau of Labor Market Information, collects labor market statistics and functions as a data warehouse. The Applied Population Laboratory in the university Department of Rural Sociology will synthesize population and economic data and speak to groups on emerging labor trends. The Wisconsin Career Information System (WCIS) in the School of Education at the University of Wisconsin-Madison, is a comprehensive, integrated, developmentally based, career education curriculum. Instructors and guidance counselors can contact these agencies and others for help in providing labor market information to their students.

Instructors and counselors need to direct students to occupational information through varied resources and formats (e.g., computer, print materials, oral communication, audio-visual materials, etc.). Participants will need information according to geographical location as well as occupational interests.

A mentoring program can be a particularly effective career planning tool, especially when individuals seek nontraditional occupations, as it provides a context around which to structure career information. Personal contact with men and women who hold nontraditional jobs can occur through group field trips, or by bringing community members into the classroom to speak. However, the career exploration experience is most effective when participants can spend time with a member of the community who holds a nontraditional position and is willing to serve as a mentor to career reseachers.

This competency will help participants learn to evaluate occupations for themselves. As a result of the exercises suggested here, they should begin to ask themselves questions like: How much schooling do I need? What kinds of skills do I need? Have I already developed those skills? What are the training costs and how do they compare with the salary and advancement opportunities? How available are jobs--in which industries and where?

Using career information is a skill individuals use throughout their lives. Individuals who seek career information need the help of counselors or teachers to guide them through the maze of information and to help them place it in context so they can learn and relate this knowledge to their own lives.

Based on material from:

McCormac, M.E. (1989). Information Sources and Resources. Journal of Career Development, 16(2), 129-138.

Women's Bureau, U.S. Department of Labor (1988). Jobs for the Future. Washington, D.C.: For sale by the Superintendent of Documents, U.S. Government Printing Office.

Women's Bureau, U.S. Department of Labor (1984). Women in Nontraditional Careers: Curriculum Guide. Washington, D.C.: For sale by the Superintendent of Documents, U.S. Government Printing Office.

Competency 7.0

Skills to locate, evaluate and interpret career information.

Indicator 7.01

Identify and utilize current career information resources (e.g., computerized career information systems, print and media materials, mentors.

Indicator 7.01: Students will be able to identify and utilize current career information resources (e.g., computerized career information systems, printing and media materials, mentors).

Time: Three hours

Content	Instructional Strategies	Instructional Resources
Value of utilizing career information resources. • Scope of coverage • Type of information • Description of contents • Uses of the major career information resources	Discussion Handout	Summary Chart of the Major Resources
Brief description of various career information resources	Handout	• Information on Specific Career Fields • Researching for Information
	Workbook	• Gathering Job Information, Changes, pp. 200-202 • Career Research: Reading About Careers Isn't Enough, Career Choices, pp. 144-157 • Where Do You Want To Do It?, What Color Is Your Parachute?, p. 106-143
Use of career information resources to do research	Activity Hands-on exploration to be done out of class in the Media Center	• Career Research Occupations • Media Center Career Resource Sheet

Page 2 of Indicator 7.01: Students will be able to identify and utilize current career information resources (e.g., computerized career information systems, printing and media materials, mentors).

Content	Instructional Strategies	Instructional Resources
	Workbooks Computer lab, out of class work	**WCIS Materials:** Print resources: • Occupational Outlook Handbook • Occupations Digest • Dictionary of Occupational Titles • Work in the New Economy • Wisconsin Works • Education Handbook • Scan Computer software: • Career Scan • Career Selector
Strategies for an effective mentoring system	Instructor Resource	Three Keys to a Structured Mentoring System
Tips on getting developing a mentor relationship	Handout, discussion	How Do You Get a Mentor?
Record keeping form for prospective mentors, role models	Instructor Resource	Sample Record Keeping Form: Role Model
Suggested list of additional print and video resources	Instructor Resource	Additional Resources

Page 3 of Indicator 7.01: Students will be able to identify and utilize current career information resources (e.g., computerized career information systems, printing and media materials, mentors).

Content	Instructional Strategies	Instructional Resources
	View videos	Recommended Vocational Studies Center Videos: • Career Exploration: A Job Seeker's Guide to the OOH, DOT and GOE. • Kaleidoscope of Careers

Summary Chart of the Major Resources

Resource	Scope of Coverage	Type of Information	Description of Contents	Major Uses
Dictionary of Occupational Titles (DOT)	Defines and classifies approximately 20,000 occupations performed for pay or profit	Contains detailed definitions, including nine-digit code number, titles, related industries, alternated titles, description of task performed, and related occupations	Includes nine sections, the major one being the master titles and definitions	Presents detailed information about asks performed in 12,000 occupations defines worker functions along data-people-things dimensions, and groups related occupations
Dictionary of Occupational Titles: Fourth Edition Supplement, 1982	For use with the DOT; contains titles, codes, and definitions for more that 275 new occupations, and for those omitted inadvertently from the 1977 edition	Contains occupational titles similar to those in the DOT, but reflects an increasing emphasis on employment and training	Present occupational definitions in numeric order, corresponding to the arrangement of titles in the DOT, but omits subgroups; auxiliary ratings and classifications added at the end of each section	Provides the counselor with a timely resource that reflects new and emerging occupations and provides information about additional related jobs
Selected Characteristics of Occupations Defined n the Dictionary of Occupational Titles	Provides supplementary information for use with the DOT, including an expanded interpretation of significant job characteristics for a wide range of occupations requiring similar capabilities	Presents detailed information on physical demands, environmental conditions, and training time for each job defined in the DOT	Contains two parts: the titles arranged by the *Guide for Occupational Exploration* for the work groups and physical demand, and an index of titles by DOT codes	Provides additional insights into and information about the characteristics and requirements of scores of occupations
Guide for Occupational Exploration (GOE)	Provides supportive career and occupational information on 12 broad occupational interest areas	Contains descriptions that include a general overview of the area, narratives, and specific questions counselors are likely to ask	Concentrates primarily on "the area and work group arrangement" section devoted to the questions and answers, as well as lists of relevant DOT titles and codes	Assists in determining occupational goals and ties in with the General Aptitude Test Battery

Reprinted from *Using Labor Market Information in Career Exploration and Decision Making: A Resource Guide*, with permission of Garrett Park Press, Garrett Park, Maryland.

Resource	Scope of Coverage	Type of Information	Description of Contents	Major Uses
Standard Occupational Classification (SOC) Manual	Provides a common coding structure for all occupations performed for pay or credit	Categorizes all occupations defined in the DOT; uses a four-level coding system; division, major group, minor group, and unit group	Focuses primarily on titles and descriptions of occupational groups; includes detailed alphabetical index of occupations	Assists counselors in locating additional occupations in which their client may have related skills
Standard Industrial Classification (SIC) Manual	Codes all types of business establishments in the economy according to type of product or service	Categorizes industries into divisions, major groups, and sub-groups; describes the nature of the industries	Provides titles and descriptions of industries; contains numerical and alphabetical indexes	Presents useful information when a counselor is seeking an understanding of the industrial makeup of an area
Classification of Instructional Programs (CIP)	Includes descriptions of instructional programs of the elementary, secondary, and particularly the postsecondary levels	Focuses on both the program purpose and the program category dimensions	Presents detailed coded classification and definitions of instructional programs	Aids the counselor who needs information about educational program subject matter content areas
Occupation Employment Statistics (OES) Program	Provides accurate staffing patterns and helps project future employment requirements by industry and occupation; uses two classification schemes: one for the survey component and one for the matrix component	Organizes all occupations into a four-level system: division, major group, minor group, and detail	Establishes seven occupational divisions and assigns and OES code to each division and group; an industry-occupation matrix shows data resulting from the OES program	Provides a system for both data users and data producers based on a comprehensive occupational structure; ties in with the 1980 SOC

Resource	Scope of Coverage	Type of Information	Description of Contents	Major Uses
Census of Population	Lists industry and occupation titles reported in earlier household censuses and surveys, including those most often used in the economy	Classifies census respondents' industry and occupation both alphabetically and by category ; individual titles under each category define that respective category	Each index contains two parts, one for industries and the other for occupation; alphabetical list is cross-indexed, classifies index contains abbreviations and notations and a numerical or alphabetical code	Provides the counselor with occupational employment levels baed on household reports and is the most comprehensive source of demographic data on the U.S. population
Vocational Preparation and Occupations (VPO)	Points out the relationships in a number of dimensions of various classification systems	Contains background materials dealing with the classification systems, needed references, and crosswalk tables for seven vocational areas	Includes a general introduction, a discussion of its potential uses, and explanation of the classifications, supportive materials, and the crosswalk tables	Assists counselors who need to use information detailed under various classification systems
Occupational Outlook Handbook (OOH)	Provides detailed career and occupational information on approximately 200 occupations clustered into 19 broader groupings	Presents detailed descriptions of the nature of the particular occupation; working conditions; employment, training, other qualifications, and advancement; job outlook, earnings; and related occupations	Includes three parts: a guide to the handbook and supportive information, the detailed descriptions, and two indexes	Answers many general questions that clients will likely ask
Occupational Outlook Quarterly	Provides updated timely information on current occupational developments between editions of the OOH; organizes and synthesizes information found elsewhere and reviews new techniques and counseling aids	Contains a wide range of articles and explores a number of very specific topics highly relevant to counselors	Includes articles on employment outlook, new occupations, training opportunities, and salary trends; also presents results of various Bureau of Labor Statistics studies	Keeps counselors and clients up to date with current, fast-breaking issues and rapidly changing data

Resources	Scope of Coverage	Type of Information	Description of Contents	Major Uses
Occupational Projections and Training Data	Provides a statistical and research supplement to the OOH, including data on employment, demand and supply, and estimates of job openings	Presents information and data on training and employment patterns in 185 specific employment and supply profiles within 18 broad occupational areas	Contains background chapters on job outlook, expected tends through 1995, occupational change, plus detailed information for the selected occupations	Provides useful information on employment prospects and relates it to the needed training requirements
U.S. Industrial Outlook (Annual)	Presents an (annual) compact survey of U.S. business	Provides in depth industry reviews and forecasts, the current situation, short-term outlook, and long-term prospects for 250 industries	Includes introductory background sections on the economy and 68 chapters on the various industries	Assists counselors in becoming aware of the nature of various industries, their current growth levels, and their prospects
Military Career Guide (MCG)	Clusters common military specialty occupations for the five military services	Contains occupational, training, aptitude, and outlook information for 134 clusters of enlisted occupations	Consists of introduction to book; general and specific information about the enlistment process and the five military services; and four different indexes	Enables counselors and their students or clients to investigate the military services as a source of employment and technical training
Military Occupational and Training Data	Presents the most comprehensive information available on military occupations, including job description, physical demands, special requirements, helpful school subjects, work environment, job training, civilian counterparts, and outlook information	Provides DOT code numbers for related civilian occupations; data for military specialties include all military service titles and codes for each description; enlisted occupations are cross-referenced to the MCG	Covers 210 occupations - 76 officer and 134 enlisted - and is organized by SOC code number; narrative and coded data updated annually	Provides a good source for counselors, government agencies, and firms that produce career information resources; primarily designed for inclusion in civilian publications or computerized career information delivery systems

Information On Specific Career Fields

Once you have decided on careers you wish to explore, how do you find information on these job fields? The following are some ways to explore specific careers for more information:

1. **Dictionary of Occupational Titles**. Available in every library. It lists thousands of job titles and specific information about each job including qualifications required, education or training necessary, and description of duties and responsibilities.

2. **Educational Institutions**. Contact a school with a training program in the job field you're interested in. You may do this in person or by phone. Make a list of questions so you get the information you want without wasting time.

3. **Information interviews**. Make an appointment with someone who has a job such as one you're interested in. Make a list of questions. It's good to interview at least two or more people to get a varied viewpoint. Ask about duties, qualifications, salary, advantages, and disadvantages of the job.

4. **Professional journals**. Almost every career field has one or more professional journals. Ask your reference librarian to help you locate them. If that journal is not available in your library, write the publisher and ask for a sample copy. Even though the information contained may be too technical for your present level of understanding, you'll still get useful information.

5. **Professional organizations**. Your reference librarian can help you find the names and addresses of these organizations. Write and request general information about that career field with a listing of educational or training institutions. Ask if a chapter of the organization exists in your area and, if so, attend a meeting. This in an excellent chance to do informational interviewing.

6. **Volunteer**. Offer to work without a salary to get a "feel" for a career. Even if you can only observe people at work, you'll learn about the job.

7. **Internships or apprenticeships**. Most of these are in non-traditional jobs for women. Even if you think an apprenticeship is not possible, offer an employer a proposal anyway. This will add experience and references to your resume.

8. **Career planning offices**. Most colleges and universities offer individual counseling and computerized career search assistance. This is usually free or very low in cost. This is especially helpful in the beginning stages of your search.

Reprinted from *Opening the Door to Opportunity: A Manual for Displaced Homemaker Programs* by permission of Career Concepts, P.O. Box 54, Northport, Alabama 35476.

Researching for Information

Sources of Occupational Information:

The Occupational Outlook Handbook, U.S. Department of Labor. contains information on more than 850 occupations. Describes nature of work, places of employment, training, and other qualifications required, earnings, and working conditions.

Guide for Occupational Exploration, U.S. Department of Labor. Provides information about interests, aptitude, adaptabilities, and other requisites of occupational groups. Divides jobs into interest areas, work groups, and specific jobs numbered to correspond to jobs in the Dictionary of Occupational Titles.

Dictionary of Occupational Titles, U.S. Department of Labor. Includes standardized and comprehensive descriptions of job duties for over 32,000 occupations. Designed to facilitate matching job requirements and worker skills.

General Business Information:

Guide to Business Periodicals
Wall Street Journal Index
New York Times Index
Dun and Bradstreet Reference Dictionary
National and International Employment - Handbook for Specialized Personnel
The MacMillan Job Guide to American Corporations
Thomas Register of Manufacturers

Trade Magazines and Professional Journals:

Specialized information is available in journals published for almost every field.
They are listed in these directories:
    Standard Rate and Data, Business and Consumer Edition
    Standard Periodical Directory
    Directory of National Trade of Professional Associations of the United States

Trade Associations:

State directories are usually available with listing of local members:
    Encyclopedia of Associations - Contains data on the purpose, publications, and chief officers for thousands of organizations.

Other Resources:

Annual report of companies
Yellow pages of Telephone Directory
Chamber of commerce
College placement offices
Career oriented periodicals
Area women's centers
Classified Ads
Financial pages of the newspaper

Reprinted from *Project Discover: Handbook and Curriculum Guide*, 1987, with permission from Anoka Technical Institute, Anoka, Minnesota.

Career Research
Occupations

I. Three resources that will give more career information about ____________________.

Title	Author	Year Published

II. One newly discovered fact about this occupation.

III. What changes are occurring in this occupation?
  A. What is the salary range?
  B. Is there growth in this industry?
  C. Is this a growing industry in Wisconsin?
  D. Educational requirements?
  E. Is this an occupational area with options?

IV. How might I prepare for this career?

Reprinted with permission from the Women's Development Center, Waukesha County Technical College, Pewaukee, Wisconsin.

Media Center
Career Resource Sheet

Directions: Continue your career exploration using print materials found in the Technical Institute Media Center to answer the following questions.

1. Select two nontraditional/technical careers or job titles about which you are somewhat curious.

2. Using at least two different sources for each career, collect valuable information about this field.

3. If necessary, check out materials to complete your assignment.

4. List the complete source, including page numbers at the top of the paper.

5. Suggestions for useful information you may want to collect:

    a. Job title
    b. Training required
    c. Work conditions
    d. Pay scale
    e. Work performed
    f. Licenses or memberships required
    g. Future outlook
    h. Advancement opportunities
    i. Related occupations

Reprinted from *Project Discover: Handbook and Curriculum Guide*, 1987, with permission from Anoka Technical Institute, Anoka, Minnesota.

Three Keys to a Structured Mentoring System

Jerald Willbur

Abstract

The author offers a description of four different structured mentoring models for use with at-risk youth. Based on his own experience, he also provides some advice and insights into some key challenges to having effective programs.

In the book of Proverbs, it says "As iron sharpens iron, so one person sharpens another." The eminent historian, Will Durant, tells us of the famous mentor-protégé pair that "Plato's meeting with Socrates had been a turning point in his life." Aristotle also was active in mentoring young minds, the most notable of which was the young Alexander. When Aristotle mentored the youthful Alexander, son of King Phillip of Macedonia, he knew he was being more than a tutor. In his care was a youth who could change the world. Would he become just another king that history would possibly note by merely a name, date and tomb, or could he be a person who would reshape the world? No one can know the true extent to which Aristotle shaped Alexander, but Alexander himself attributed much of his unique world-wide vision and history-changing, culture-building concepts to his mentor.

Are the examples of Socrates and Plato, Aristotle and Alexander appropriate for mentors today? At a time that we are faced with educational challenges greater than ever before, we are also seeing technology making each person potentially more powerful, productive and creative than Socrates and Aristotle could ever have envisioned for Plato and Alexander. The key to this untapped potential is personal investment of one person in another person, as the proverb says. Just sitting down in front of a keyboard or using a new type of instructional technology is not enough.

In this day of high tech, our skills of "high touch" must by honed to an even keener edge. For example, currently, only about 60% of Hispanic 25-year olds now have high school diplomas, and the current drop out rate for Hispanic high school students is still running at 40%. Good programs are critical if they can reduce the dropout rate and bolster graduation rates. We cannot afford to have our fastest-growing minority group fail to achieve its educational and economic potential.

With this in mind, I offer a brief outline of four different structured mentoring programs which I believe are representative of "high touch" attempts to work with the at-risk youth of America.

Reprinted with permission from Dr. Jerald Willbur, HOSTS Corporation, Vancouver, Washington.

Four sample structured mentoring models

- The RAISE (Raising Ambition Instills Self-Esteem) program in Baltimore, sponsored by the Abell Foundation, is a pilot mentoring program for the Baltimore City Schools which began with fifth grade students in 1987. It matches 450 children from seven different inner-city elementary schools with 450 mentors from seven institutions within the community. RAISE evaluators will track them until graduation. The program is designed "to help students help themselves to a satisfying life of pride and contributions." In more concrete terms, the project hopes to help students stay in school to graduation, and avoid teen-age pregnancy, substance abuse and anti-social behavior.

While RAISE includes a wide variety of group activities to help reach its long-term goals, one-on-one mentoring is to be the heart of the program. Mentor Andrew Goresch [a vice-president at one of the participating institutions] noted upon completion of the RAISE mentor orientation:

> *Since the primary goal of RAISE is to help our children graduate from high school, the first role of the mentor must be academic support. Whatever other activities we pursue with our protégés, foremost is academic support. The mentor's others responsibilities are to build self-esteem, to help raise ambitions, and to convey to the protégé a sense of concern... that he or she is loved by the people of this world.*[1]

Though Project RAISE is only in the second year of what is meant to be a long-term study, behavioral observations and attendance rates show a very positive influence. Johns Hopkins University's Center for Research in Elementary and Middle Schools will be evaluating the project.

- The Valued Youth Partnership in San Antonio has also been getting much publicity for its results. This program links older at-risk children with younger at-risk children. The older mentors-tutors are taught proper praising, how to give feedback and basic teaching skills. Every Friday they meet with a teacher and review the protégé's success.

As with the RAISE program, early evaluations indicate that both the tutor/mentors and the protégés are being helped. Measurement systems are in place to assess attendance, dropout rates and classroom performance. This structured and measurable mentoring program is another model with potential.[2]

- In Harlingen, Texas, the Harlingen HOSTS (Help One Student To Succeed) program has linked primarily Hispanic students with an equal number of community volunteers each year for the past 12 years. This past academic year (1988-1989), for example, saw over 700 protégés in the program.

Mentor/tutors are provided with computer-generated prescriptive lesson plans in individualized learning packets, along with instructional materials matched to the students' identified reading deficiencies. A highly structured but personalized approach allows efficient use of time for both the mentor and student and provides a "common ground" experience by which people of divergent backgrounds and ages can meet and share of themselves.[3]

Mentors are trained to praise and encourage their protégés, to identify and react to different learning styles and to apply some basic teaching skills. (See Figure 1.) The program is closely linked with the classroom teacher so that the teachers become the greatest supporters of the program. In the words of the Texas Education Agency:

> *The students succeed because caring people ensure that they* [students] *complete assignments and accomplish learning objectives...The program builds student self-confidence and self-esteem... fosters pride and high morale... students develop self discipline. Tutors care about student and model courtesy, character and a commitment to learning.*[4]

One study conducted for the U.S. Department of Education, led to the national validation of the HOSTS program as a "Model of Excellence" by the United States Department of Education.[5]

- In its third year, Career Beginnings[6] offers yet another model. Designed and administered by Brandeis University and sponsored by the New York City-based Commonwealth Fund, Career Beginnings Program, links over 7,000 high school students from low income families with students from 25 colleges. Students are provided college or career preparation workshops, summer and school-year work experience, counseling and support services, and the individual guidance and encouragement of adult mentors.

Given the choice of career or college, most of the protégés have opted for college with 60% of the first 2,300 Career Beginnings graduates attending college and over 90% of these successfully completing their first year. More that 70% of the 1988 members applied for college. The best estimate of researchers involved in the program is that, at most, only 30% of the students might have gone to college without Career Beginnings.

My research indicates that what all of these mentoring programs have in common is that they are structured, measurable and get results. Even more importantly, they attempt to anticipate problems common to mentoring programs, namely the recruitment, training and retention of mentors.

A few definitions

A challenge in any area is to come up with acceptable definitions. Resistance to the incorporation of mentoring in school-oriented, content based programs sometimes comes in the form of the objection that "...this is the classic definition of tutoring." In my review of the research, I find the definition not to be so distinct. The programs described earlier go beyond mere teaching of content, having significant and lasting impacts on self-confidence, self-esteem, school and work performance that any mentoring programs would covet. Not only that, they all stress teaching (to their mentors/tutors) the skills that researchers have found in good mentoring (Alleman, 1982[7], Willbur, 1986[8]). If the process and the results are the same, I believe we are observing the same phenomenon.

Problems and challenges

According to one researcher (Phillips-Jones, 1989[9]), lack of time is the most commonly-cited problem of mentors and protégés. Our experience in HOSTS programs is that a well-structured program, with concise directions and timelines, assures very busy people that their precious time will be spent "on task." Too often informal mentoring is haphazard and the natural tendency of many people to procrastinate has been allowed to dictate timelines.

It is obvious to anyone reading the literature or to those actually involved in program development that one critical element to establishing a successful mentoring program is mentor recruitment.

Part of the problem in securing mentors can come from the very nature of a structured program. I define a structured program as one in which mentors and protégés are actively selected, formally paired, encouraged to interact, and have some form of desired, measurable outcome. There is usually a person who functions as a director and/or coordinator, some form of orientation, and ongoing training activity for mentors and protégés, and a planned evaluations process.

Some people prefer the more spontaneous, non-structured relationship building of informal mentoring to such structured programs as there is less emphasis on results, and to some degree the level of commitment is not as great. The mentor feels in control of the intensity of the relationship and also feels he or she can possibly exit more easily. One researcher notes:

> *The concept of planned mentoring relationships is seldom accepted with enthusiasm by members of organizations, at least initially. The author has addressed several audiences in which the first response to the idea of formalized programs has ranged from shock, polite head-*

> *shaking, and "you must be kidding" to outbursts of anger.* (Phillips-Jones, 1989)[10]

I believe much of this reaction, (from adults) is mitigated in schools where the participants are expecting a more organized approach to the protégés.

Mentoring often seems to have an aura similar to motherhood so that some people initially think it is a natural phenomenon that needs no preparation. My experience has been that once people realize how complex mentoring is, most appreciate the initial structure and training that gives them a base for "entering mentoring."

The key point is that mentoring is not simple and obvious. I find many more people are leery of mentoring because they don't know how to mentor or are unsure of how to relate to someone different from them in age, culture or background. Any orientation and training that improves praising, listening and basic coaching or teaching skills will increase the probability of success. When people come from divergent backgrounds, any common ground context is crucial if mentoring is to grow and feel natural.

Since mentoring programs aim to recruit effective people with expertise, it is essential to have a program that will let people see how they can maximize their investment of time. This will demonstrate that they and their efforts are valued. It also gives an excellent symbolic message to the protégés that this program, and the protégés individually, are viewed as important.

Another problem can be lack of support from the top. My advice? Refuse to establish a mentoring program in a school where the principal will not a mentor or won't give it the support it needs. In corporations or colleges, a first concern might be to get the top level people to invest themselves in announcing, initiating, participating, monitoring and recognizing the achievements of the program. If they won't do so, an enormous investment of other people's time and trust can be wasted.

One last challenge can be supervisors, managers or teachers who feel bypassed. The successful programs referred to earlier have involved such people in the orientations and all communications. Especially in schools, the programs should be closely linked to the students' classroom needs so that any success is shared success. If mentoring programs are seen as allies, not alternatives, to direct supervision or teaching, the results can be very significant in skill level improvement and mentor-protégé participation.

Another factor observable in effective, structured mentoring programs is good orientation and training. As basic as skills such as how to praise and how to listen may seem, most people need the review or at least the confidence that comes with having materials available to develop and support these skills. In addition, at many of our HOSTS sites, we emphasize learning how to identify various types of learning styles, specifically whether the student is a visual, auditory, kinesthetic, or tactile learner. Mentors are also taught how to then help children using these different sensory modalities to learn effectively with the materials in their lesson plans.

The important point is that mentors must see these materials as pertinent to the task. If these materials can be kept in a booklet that they can access as needed, it seems to help their confidence level. Typed instructions on how to introduce activities have also served as ways to reduce any anxiety the mentors may have about the process.

Rewarding mentors

In brief, there are few limits to the rewards possible but rewards are important. The right type of mentor wants as his or her ultimate reward to see the protégé succeed. The important ingredient is sincerity.

Conclusion

Structured mentoring programs can work. They can be powerful influences in the lives of both mentors and protégés. For people charged with implementing the programs, the challenge is to maintain the balance between too much structure and not enough. Mentoring is work, but mentoring does work. When it works it is usually because of the careful preparation of the program, creative recruiting of mentors, consistent training of mentors, and sincere recognition of mentors and protégés.

The Tutor's Role

1. To work with an individual student on materials or activities prescribed by the reading specialist; to assist students with specific skill needs.

2. To help build a positive self-image by providing a friendly and supportive environment within which students can enjoy learning.

3. To follow directions and provide input on students' performances.

4. To communicate your concerns regarding your students, their work, and the program, to the reading specialist.

5. To be faithful in attendance.

6. To enjoy the experience.

Figure 1: Mentor/Tutor Recipe

Step 1: Tell them. Explain the skill to be learned. Use "keys" - the essential points of the content that will form a memory structure for future reference.

Step 2: Show them. Actually demonstrate the skill. Emphasize main points and answer questions. Stress the benefits of using the "best way" to do the skill. This builds credibility for you, the process and the total system.

Step 3: Have them show back. Have the student demonstrate the skill to provide opportunity for immediate feedback.

Step 4: Have them teach back. Have the student repeat the process and actually teach it back to you. This provides assurance that they understand the "what" and "why" of the skill building commitment to properly execute tasks. We learn best by teaching. As the student teaches you, it further locks the learning into his/her mind.

Step 5: Teach them how to evaluate. Show the student what results are expected and evaluated. Encourage the student to do his/her own evaluation and be accountable for personal learning using this opportunity to "coach" and praise parts of the task which were done well. Let them know you want to catch them doing things right.

The power of the mentor/tutor process is that it uses repetition and immediate feedback. By allowing you to invest personal time in the student, it helps you demonstrate your beliefs in action.

Listening Recipe

1. **Avoid being judgmental** - concentrate on the message and not the person.

2. **Don't be insecure in your listening** - If you fake attention, it will be evident.

3. **Listen for ideas and not just facts** - Look for the big meaning in what is said.

4. **Avoid communication killers** - Analyze your responses and be sure to avoid any actions or words that will cut off communication.

5. **Put what you are hearing into words** - After you have listened closely, try to put what the other person is saying and feeling into words and see how they react.

6. **Get agreement** - Communication involves knowing when and how to listen as well as how to use words.

Proper praising recipe

1. **Be immediate** - Catch them doing something right, right now!
2. **Be sincere** - If you cannot be sincere, say nothing!
3. **Be specific** - Concentrate specifically on what was done, not on generalities.
4. **Show the benefit** - Ask yourself "how does this effort help the student?"
5. **State your own reaction** - People want to know how you really feel.
6. **Ask if you can help** - Offer your assistance. Don't order it!
7. **Praise in public** - Correct in private.
8. **Put power into your praise** - Positive, proper praising will motivate high performance.
9. **Teach the way you want to be taught** - Each of us wants positive, sincere praise from our own teacher. Provide proper praise for your own people.

---

[1] Project RAISE, 616-D North Eutaw Street, Baltimore, MD 21201. Tel.: (301) 685-8300.

[2] Valued Youth Partnership, Intercultural Development Research Association, 5835 Callaghan, Suite 350, San Antonio, TX 78228-1190.

[3] Harlingen HOSTS, Harlingen ISD, 1409 East Harrison St., Harlingen, TX 78550. Tel.: (512) 423-6060.

[4] REACH (1987), Volume 1, Number 9. Texas Education Agency Publications, Austin, TX.

[5] HOSTS Corporation. See also J.D. Schlotfeldt (1983). HOSTS impact study. Available from HOSTS Corp. See also: J.L. Willbur (1987) Does mentoring breed success? *Training and Development Journal*, 41 (11); R.E. Slavin and N.A. Madden (1989) What works for students at risk: A research synthesis, *Educational Leadership* (February), 4-12; H.J. Becker (1988). *The impact of computer use on children's learning.* Paper published by the Center for Research on Elementary and Middle Schools. CRMES, Johns Hopkins University, 3505 North Charles Street, Baltimore, MD 21218.

[6] Career Beginnings Program, The Heller School, Brandeis University, Waltham, MA 02554. Tel.: (800) 343-4705.

[7] E. Alleman and I. Newman (1982). *Mentoring relationships in organizations: An empirical study.* Paper presented at the National Convention of the American Psychological Association. Contact Dr. Alleman at Leadership Development Consultants, 5819 South Shandle Blvd., Mentor OH 44060. Tel.: (216) 257-7158.

[8] Jerald Willbur (1986) *Mentoring and achievement motivation as predictors of career success.* Doctoral dissertation, Northern Illinois University. University Microfilms #8620979. Available from University Microfilms.

[9] Phillips-Jones (1988) Common problems in planned mentoring programs, *Mentoring International* 3 (1), 36-40.

[10] *Ibid*.

How do you get a mentor?

1. Ask advice of potential mentors: thoughtful questions, avoid acting helpless.

2. Know your goals and be sure of your commitment in achieving them; mentors don't want to waste their time.

3. Work hard to become promotable; project that image.

4. Become visible in the organization; show that you are eager and willing to learn.

5. Cultivate potential mentors; choose carefully a stable, secure person who is upwardly mobile in the company; get to know him or her to see if rapport develops.

6. Ask or tell him/her that you would like help in learning the ropes, developing your potential, contributing to the company, meeting your goals.

7. Find out what your mentor expects to gain from your mentorship and endeavor to supply their wish.

8. If your mentor is of the opposite sex, avoid misunderstanding early on by stating your goals of friendship and getting ahead in the company.

9. It is imperative that women develop "good old girl" networks to assist women in management. Learn to find a mentor, enjoy a mentor, be a mentor.

10. **Good luck.**

Reprinted from *The Promotable Woman: Becoming a Successful Manager* by Norma Carr-Ruffino.

Sample Record Keeping Form

ROLE MODEL

Name ______________________ Occupation ______________________

Home Phone __________ Work Phone __________ Social Security No. __________

Home Address ______________________ City ______________ Zip __________

Employer ____

Address ______________________ City ______________ Zip __________

Relevant Past Employment:

Position	Employer	Dates

Can she be contacted at work? Yes ___ No ___

Can she be visited by participants at work? Yes ___ No ___

Person to be contacted ______________________________

Title ______________________ Phone ______________________

Key Feature as a Role Model (e.g. education, training, family responsibilities, career path, how she arrived at her present position, attitude toward job)

Record of Role Model Service

Date	Class or Student	Notes

Reprinted from *The Nuts and Bolts of NTO: How to Help Women Enter Nontraditional Occupations,* with permission of The Scarecrow Press.

Additional Resources

Print

Dillon, L. (1963). Tools of the trade: Slide-tape presentation workbook. Raleigh, NC: North Carolina State University.

National Occupational Information Coordinating Committee. (1979). A framework for developing an occupational information system. Washington, D.C.: Author.

U.S. Department of Labor, Employment and Training Administration, and National Labor Market Information Training Institute, North Texas State University. (1983). Improved career decision making through the use of labor market information (3rd ed.). Washington, D.C.: U.S. Government Printing Office.

Competency 7.0

Skills to locate, evaluate and interpret career information.

Indicator 7.02

Describe information related to self-assessment, career planning, occupations, prospective employers, organizational structures, and employer expectations.

Objective 7.02: Students will be able to describe information related to self-assessment, career planning, occupations, prospective employers, organizational structures, and employer expectations.

Time: Two hours

Content	Instructional Strategy	Instructional Resources
Refer to results of assessment instruments to match interests, aptitude, education, experience, values, etc. to occupational choices.	Discussion	Results of assessment instruments
Researching career information resources	Activity	Occupational Exploration
Type of training and education needed for occupations	Activity	Career Research Training
Information related to different occupations	Workbook	How to Use the Numbers Game, Instead of Being Used by It, What color is your parachute? pp. 17-39

Page 2 of Indicator 7.02: Students will be able to describe information related to self-assessment, career planning, occupations, prospective employers, organizational structures, and employer expectations.

Content	Instructional Strategy	Instructional Resources
Refer to results of assessment instruments to match interests, aptitude, education, experience, values, etc. to occupational choices.	Assist participants in using occupational information resources. Workbook Computer lab, out of class work	**WCIS Materials:** Print Materials: • Going to work, pp. 11-23 • Wisconsin works, pp. 42-67 • College options adult career planner Software: • Career selector and Career selector workbook • Career skills and Career skills workbook • Career Scan and Career scan workbook
Information related to self-assessment, career planning, occupations, organizational structures, and employer expectations	Presentation(s) from various community employers, etc. Handouts from presenters.	Community Resources: • VTAE courses and personnel • Employment agencies • DILHR • PIC • Job Service • Labor Market info • Chamber of Commerce • Job Training Partnership Act • Library for want ads • Local employers

Page 3 of Indicator 7.02: Students will be able to describe information related to self-assessment, career planning, occupations, prospective employers, organizational structures, and employer expectations.

Content	Instructional Strategy	Instructional Resources
	View videos	Vocational Studies Center videos: • Your Future: Planning Through Career Exploration (15 min VHS) • Your Interests: Related to Work Activities (11 min. VHS) • Your Aptitudes: Related to Learning Job Skills (13 min. VHS)
Career information related to self-assessment	Activity to be done out of class as homework	The Harrington-O'Shea Career Decision-Making System" ordered from Career Planning Association.

Occupational Exploration

Occupation explored:

Resources used and persons interviewed:

Job duties (nature of work, duties, activities, typical work day):

Working conditions (physical and psychological aspects of work environment, hours, travel, nature of supervision, social obligations)

Personal requirements and skills (demonstrated or measured aptitudes, skills, interests, or personality traits):

Entry to field (how do you get first job: examinations, licensure, union affiliations):

Reprinted from *Curriculum Manual for Career Planning* with permission of Fox Valley Technical College,Appleton, Wisconsin.

Salary and fringes (beginning salary, salary range, increments, vacations, sick leave, health and other insurance, pension, expense account, profit sharing):

Employment outlook (supply and demand for present and future, stability, chance for advancement, need for mobility, types of changes occurring, Affirmative Action factors):

Advantages (what do you like best about the job?):

Disadvantages (what is least satisfying about the job?):

Related work (types of similar jobs or jobs requiring similar skills)

Comments:

Career Research

Training

In order to become employed as:

Needed type of training/education:

ojt app voc/tech col/univ other

Length of time from now to finish:

Type of credentials required:

Place offered:

Cost:

Financial aid available?

Reprinted with permission from the Women's Development Center, Waukesha County Technical College, Pewaukee, Wisconsin.

Competency 7.0

Skills to locate, evaluate and interpret career information.

Indicator 7.03

Describe the uses and limitations of occupational outlook information.

Indicator 7.03: Students will be able to describe the uses and limitations of occupational outlook information.

Time: 30 minutes

Content	Instructional Strategies	Instructional Resources
Limitations to occupational outlook information	Discussion	Career information resources

Competency 7.0

Skills to locate, evaluate and interpret career information.

Indicator 7.04

Identify the diverse job opportunities available to an individual with a given set of occupational skills.

Indicator 7.04: Identify diverse job opportunities available to an individual with a given set of occupational skills.

Time: One hour

Content	Instructional Strategies	Instructional Resource
Local NTO presentations emphasizing education, experience, and skills that are used in NTO.	NTO Presentation(s)	NTO Presenter(s) from the community
Examining variety of skills and how these fit into different occupational opportunities	Brainstorm the variety of skills participans obtain and the diverse job opportunties for those with these skills	Flipchart
Diverse job opportunities available for those with certain basic skills	Handout	One Skill, Many Options/Some Examples
Self-analysis of skills that may be translated into job opportunities. • Education/Experience • Skills • Employment	Handout Discussion of skill chart Activity	• Sample Completed Skill Chart • Self-Analysis Skill Chart
Personal skills	Workbook	• Job Skills, Career choices, pp. 132-134 • What Can You Do: Skills Identification, Changes or Challenges, pp. 174-179
Analysis of homemaking skills	Activity	Homemaking Work Experience

Indicator 7.04: Identify diverse job opportunities available to an individual with a given set of occupational skills.

Content	Instructional Strategies	Instructional Resource
Analysis of volunteer work skills	Activity	Volunteer Work Experience
Assessment of: • Self-management skills • Transferable skills	Activity to be done out of the class as homework	• Self-Management Skills • Transferable Skills • Skills Assessment

One Skill, Many Options/Some Examples

With this basic skill	You can work in	You can also
Use math • add • subtract • multiply • divide • use fractions • use decimals • analyze statistics • read rulers • read gauges • read meters • estimate distance and height • estimate costs	**Transportation:** as a truck driver (earn about $16,000) • make out bills and keep track of payments • make deliveries to customers and take orders • re-stock and organize supplies	• do navigation work for airlines, ships, trains • drive taxis, buses, or other public transit vehicles • drive long-distance truck routes • do survey work for road, bridge, and tunnel projects
	Commissioned Sales: as a department store home appliance salesperson (earn about $20,000) • make out salesslips and records • calculate commissions • keep track of stock and order new supplies	• sell medical equipment to hospitals • be a sales representative for business machine or computer firms • sell building supplies to retail hardware stores
	Environmental Sciences: as a wastewater treatment plant operator (earn about $20,000) • read meters and gauges • test water samples • keep plant records	• work for the water company • work for a government water pollution control agency • be a firefighter first-class who controls boiler operations
Use hand tools • hammers • mallets • saws • screwdrivers • knives • brushes • trowels • snakes • soldering irons • pipe threaders • plastering hawks • shears • wrenches • levels • chisels • planes • files • bits • pliers • rods • picks • shovels • wirecutters • staple guns • straight edges	**Computer Assembly/Repair:** as a computer service technician (earn about $16,000) • adjust, oil, and clean mechanical and electromechanical parts • use testing equipment to check for loose connections and wires • solder, wire, drill, rivet parts to repair machines	• install new computer equipment • assist engineers in building experimental computer systems • work as a technical supervisor ("troubleshooter") to figure out what's wrong with computer systems
	Building Maintenance: as a maintenance supervisor (earn about $15,000) • supervise workers, order supplies, keep equipment operating • repair light switches, doors, locks, woodwork, walls, concrete walks, repair boilers, fans, plumbing fixtures	• work as a maintenance electrician • work as a carpenter • do maintenance work in schools, airports, and hospitals
	Painting and Paperhanging: as a painter (earn about $19,000) • apply paints and varnish using brushes, rollers, sprays • smooth surfaces using sandpaper, steel wool • measure and cut strips from wallpaper rolls, using paper knives, shears	• work as a paint spray inspector • operate a paint striping machine for the highway department • do touch-up work in the automobile industry

Reprinted from *Final Report: Nontraditional Education Component in Single Parent/Homemaker Programs in the Commonwealth of Kentucky*, School of Education, Department of Occupational Training and Development, University of Louisville, Louisville, Kentucky.

Sample Completed Skill Chart

	Step 1 Education/Experience What I've done	Step 2 Skills What I've learned	Step 3 Employment Job opportunities
1.	Did babysitting out of my home	How to organize my time and that of others How to budget my money How to cook for several children	Day care provider Food service worker Nurse's aide
2.	Ran church dinners Cooked Indian foods Cooked for weddings	Quantity cooking and service; different cultural foods	Food service worker in hospitals, factories, restaurants, schools, bakeries, etc.
3.	Home repairs; fixed faucets and electrical outlets	Mechanical aptitude	Small appliance repair person Factory worker
4.	Bilingual Indian tribal language and/or French, Spanish, etc.	American Indian and/or Spanish/Mexican language and culture	Translator Bilingual company representative
5.	Sold goods for charity organizations	Fundraising; sales ability	Clerk in a store Sales representative
6.	A number of years in school	Special interests (e.g. typing, science, bookkeeping, writing)	Secretary Keypunch operator Lab assistant Library assistant File clerk Receptionist
7.	Program chair for PTA – three years	How to chair a meeting and write press releases	Community service worker Public relations person
8.	Helped on a farm	How to drive a tractor, pickup, and beet truck	Van or truck delivery person
9.	Sewing ability	How to sew clothing for children and adults	Electronic components assembler Garment worker Tailor

Reprinted with permission from Teresa D. LaFromboise, *Circles of Women: Professional Skills Training with American Indian Women* (Newton, Mass.: WEEA Publishing Center/EDC, 1989).

Self-Analysis Skill Chart

(For your personal use)

	Step 1	**Step 2**	**Step 3**
	Education/Experience What I've done	**Skills** What I've learned	**Employment** Job opportunities
1.	If you can read this you already have a job skill.	Looked up words in a dictionary; am able to read and write.	File clerk Receptionist
2.			
3.			
4.			

Reprinted with permission from Teresa D. LaFromboise, *Circles of Women: Professional Skills Training with American Indian Women* (Newton, Mass.: WEEA Publishing Center/EDC, 1989).

Homemaking Work Experience

Directions: Review the list of accomplishments listed below. Place an **X** before any of the items which you have done. Place another **X** before any of the tasks you especially enjoy doing.

- _____ **Financial Management**
  - _____ Budgeting
  - _____ Maintenance of financial records
  - _____ Cost analysis
  - _____ Comparison shopping
  - _____ Preparation of state and federal tax forms
  - _____ Knowledge of fundamentals of investing

- _____ **Child Care**
  - _____ Care of physically handicapped child
  - _____ Care of mentally retarded child
  - _____ Care of emotionally disturbed child

- _____ **Nursing**
  - _____ Caring for aged
  - _____ Caring for ill adult
  - _____ Caring for handicapped adult

- _____ **Chauffering**

- _____ **Animal Care**

- _____ **Home Maintenance and Repair**
  - _____ Plumbing
  - _____ Woodworking
  - _____ Interior plastering, painting, wallpapering
  - _____ Exterior painting
  - _____ Electrical repairs
  - _____ Mechanical repairs on household items

- _____ **Horticulture**
  - _____ Landscaping
  - _____ Vegetable gardening
  - _____ Flower gardening
  - _____ Floral arranging
  - _____ Growing ornamental plants

- _____ **Housekeeping Skills**

- _____ **Food Preparation**
  - _____ Chef
  - _____ Catering
  - _____ Canning/preserving
  - _____ Cooking
  - _____ Planning parties - social events

Reprinted by permission of the Educational Testing Service, the copyright owner, from *Project Have Skills: Women's Workbook.*

Volunteer Work Experience

Directions: Review the list of accomplishments listed below. Place an **X** before any of the items which you have done. Place another **X** before any of the tasks you especially enjoy doing.

Administration and Organization
____ Recruiting and selecting volunteer workers
____ Training others to work in volunteer programs
____ Organizing volunteer bureaus
____ Coordinating volunteers
____ Supervising other volunteer workers
____ Directing, controlling and planning the activities of other volunteers
____ Holding office in an organization
____ Managing projects
____ Chairing committees
____ Planning future volunteer/organization programs/activities
____ Being responsible for financial planning or management
____ Doing typing, filing and office work for a volunteer group

Civic Affairs and Civil Rights
____ Registering voters
____ Proposing legislation
____ Lobbying for new or changed laws
____ Studying local/public issues
____ Encouraging voter interest in government
____ Informing the public about political candidates, parties or processes
____ Investigating and correcting age, race, or sex discrimination

Communications/Public Relations
____ Speaking before groups
____ Obtaining and scheduling speakers/programs
____ Writing or editing a newsletter
____ Writing press releases, radio/TV scripts
____ Contacting local news media, placing material in local news media
____ Creating advertisements and other promotional material
____ Writing or designing posters and brochures
____ Planning and writing public information/educational materials
____ Translating, interpreting
____ Distributing printed materials
____ Promoting programs and projects

Community Service
____ Serving on government advisory bodies
____ Serving on appointed boards and committees
____ Organizing self-help groups
____ Organizing groups and planning citizen action
____ Participating in community improvement projects
____ Holding elective office
____ Organizing coalitions of/cooperating among community groups and organizations

Reprinted by permission of the Educational Testing Service, the copyright owner, from *Project Have Skills: Women's Workbook.*

Environment
_____ Operating a recycling program
_____ Making an environmental impact analysis
_____ Enforcing antipollution codes
_____ Working on cleanup or sanitation projects
_____ Serving as a pesticide or safety advisor
_____ Restoring land
_____ Monitoring environmental quality and conditions
_____ Advising on energy conservation
_____ Creating playgrounds and parks

Family and Youth Services
_____ Serving as a big sister, a big brother
_____ Operating day-care program
_____ Organizing or working in cooperative nursery schools
_____ Providing foster care
_____ Leading youth groups

Fund Raising
_____ Developing or coordinating fund raising
_____ Doing door-to-door or telephone fund raising
_____ Investigating potential sources of financial support
_____ Preparing fund-raising proposals

Health and Mental Health
_____ Working as a hospital technical aide
_____ Working as a first aid or rescue squad member
_____ Working with physically handicapped
_____ Working with mentally ill or emotionally disturbed
_____ Assisting those with drug or alcohol problems
_____ Visiting the ill in hospitals or nursing homes
_____ Working as a rehabilitation technician or aide
_____ Working as a home health care aide
_____ Educating others in health care and maintenance

Housing
_____ Improving or repairing run-down housing
_____ Relocating people
_____ Investigating fair housing opportunities
_____ Negotiating between tenants and landlords
_____ Working as a fire and safety inspector
_____ Aiding in cleanups
_____ Working in a neighborhood guard or monitor
_____ Being a pest control worker

Legal Rights and Crime Prevention
_____ Working as a probation aide
_____ Improving police community relations
_____ Working in prisoner rehabilitation programs
_____ Working in juvenile delinquency prevention programs

Nutrition
_____ Providing meals on wheels
_____ Feeding helpers for the ill or the handicapped
_____ Working as a nutrition advisor

Self-Management Skills

Primary Self-Management Skills

	Usually	Sometimes	Rarely
completes tasks promptly			
follows instructions			
gets along well with others			
good attendance			
honest			
on time			
productive			
works hard			

Secondary Self-Management Skills

	Usually	Sometimes	Rarely
ambitious			
assertive			
cheerful			
conscientious			
creative			
dependable			
efficient			
enthusiastic			
flexible			
intelligent			
learns new skills			
learns quickly			
loyal			
mature			
original			
optimistic			
outgoing			
persistent			
pride in work			
reliable			
resourceful			
responsible			
self-confident			
sense of humor			
sincere			
solves problems			
tactful			
trustworthy			
well organized			
willing to learn			

Reprinted from *Opening the Door to Opportunity: A Manual for Displaced Homemaker Programs* by permission of Career Concepts, P. O. Box 54, Northport, Alabama 35476.

Transferable Skills

Primary Transferable Skills:	Can Do	Can Do Well	Enjoy
manage budgets			
manage people			
meet the public			
oral communication skills			
organizing (people and facts)			
speak in public			
teach others			
written communication skills			

Secondary Transferable Skills	Can Do	Can Do Well	Enjoy
build things			
repair things			
operate vehicle			
inspect things			
operate machinery			
use tools			
use complex equipment			
analyze numerical data			
budget			
calculate (bookkeeping)			
classify things (filing)			
organize detailed information			
handle money			
record facts			
do research			
organize research			
take inventory			
compare data			
counsel people			
demonstrate procedures			
help others			
care for others			
instruct others			
interview people			
listen well			
be a mentor			
negotiate a settlement			
persuade others			
be sociable			
remember information			
arrange social functions			
influence others			
motivate people			
take risks			
run meetings			
solve problems			

Reprinted from *Opening the Door to Opportunity: A Manual for Displaced Homemaker Programs* by permission of Career Concepts, P. O. Box 54, Northport, Alabama 35476.

Skills Assessment

Self-Management Skills:

	Skills I have:		Skills I would like to improve:
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	

Transferable Skills:

	Skills I have:		Skills I would like to improve:
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	

Job Content Skills:

	Jobs or Volunteer Activities:	Skills I used:
1.		
2.		
3.		
4.		
5.		

Reprinted from *Opening the Door to Opportunity: A Manual for Displaced Homemaker Programs* by permission of Career Concepts, P. O. Box 54, Northport, Alabama 35476.

Competency 7.0

Skills to locate, evaluate and interpret career information.

Indicator 7.05

Identify opportunites available through self-employment.

Indicator 7.05: Students will be able to identify opportunities available through self-employment.

Time: One hour

Content	Instructional Strategies	Instructional Resources
State of the art regarding women business owners	Instructor Resource	Facts on Working Women: Women Business Owners
Identification of local women who own their own business	Brainstorm and list women in the community who are business owners	Flipchart
Rewards and challenges involved in owning and running a business	Panel presentation Participants develop questions prior to presentation.	Panel presentation featuring local women and men who own and operate their own small businesses
Resource information for individuals interested in starting a business	Handouts	• Resources for Women Entrepreneurs • Business Help Directory • National/Trade Associations • Resource Agencies
Self-employment opportunities	Workbook	Consider Your Options, Career choices, pp. 135-137

Page 2 of Indicator 7.05: Students will be able to identify opportunities available through self-employment.

Content	Instructional Strategies	Instructional Resources
Suggested list of directories, periodicals, books and articles as resources for starting a business	Instructor Resource Discuss various sources of information available	Additional Resources
	Workbook View video	**WCIS Resources:** Entrepreneurship: Getting Down to Business modules **Recommended WCIS Video:** Entrepreneurship: A Vision for Everyone

Facts on Working Women

Women Business Owners

Women continue to make inroads into business ownership in the United States. Women-owned nonfarm sole proprietorships increased 62.5 percent between 1980 and 1986, from 2.5 million to 4.1 million.[1] Total nonfarm sole proprietorships increased 41.8 percent during the same time period, from 9.7 million to 13.8 million. Women's share of total nonfarm sole proprietorships increased from 26.1 percent in 1980 to 29.9 percent in 1986.

The largest number of women-owned businesses historically has been in services and in wholesale and retail trade and this trend continued into 1986. As indicated in Table I, 2.4 million women-owned businesses were in the services industry followed by 975,000 in wholesale and retail trade. However, women's business ownership in nontraditional areas has increased significantly since 1980 with a 165.9 percent increase in mining, construction and manufacturing, and a 110.9 percent increase in agriculture, forestry and fishing, for example.

Women-owned nonfarm sole proprietorships represented 12.9 percent of total business receipts in 1986, up from 8.8 percent in 1980. Between 1980 and 1986, total receipts of women-owned nonfarm sold proprietorships virtually doubled, increasing from 36.4 billion to 71.6 billion. The average receipts of women-owned sole proprietorships rose 19.9 percent in current dollars from $14,348 in 1980 to $17,362 in 1986. Women's increasing share of both proprietorships and receipts are indications of women business owners growing importance in the American economy.

Table I: Women-Owned Businesses by Industry (in thousands) and Percent Change: 1980 through 1986

	1986	1980	Percent Change 1980-1986
Total	4,121	2,535	62.5
Agriculture, Forestry, and Fishing	65	31	110.9
Mining, Construction, and Manufacturing	224	84	165.9
Transportation, Communications, and Electric Utilities	52	28	86.1
Wholesale and Retail Trade	975	825	18.2
Finance, Insurance, and Real Estate	451	355	27.2
Services	2,355	1,213	94.2

Reprinted from "Facts On Working Women," No. 89-5, December 1989, U.S. Department of Labor, Women's Bureau.

---

[1] The State of Small Business: A Report of the President, Transmitted to the Congress, 1989. (The Small Business Administration notes that these figures still represent an underestimate of the total business ownership of women since women-owned corporations and partnerships are not tabulated by the Internal Revenue Service.)

According to a report issued by the Bureau of the Census[2] in 1982, businesses owned by women were more likely than businesses owned by men to:

- be home-based (56 percent as compared with 51 percent)
- have no paid employees (84 percent as compared with 76 percent). Women were employed in 11 percent and minorities were employed in 4 percent of women-owned firms. Also, women business owners were less likely to work more than 40 hours a week in ownership activities.
- provide no income to the owner from the firm (18 percent as compared with 13 percent). On the other hand, about one-fourth (23 percent) of women business owners reported deriving 100 percent of their income from the firm compared with 29 percent of men business owners.
- have been newly acquired. Twenty percent of businesses owned by women were acquired in 1982 (the year of the survey) as compared to 15 percent of businesses owned by men. Only 6 percent of women-owned businesses were acquired by the owner before 1960 as compared with 11 percent of those owned by men. Nearly three-fourths of women business owners were the original founders and 13 percent purchased their businesses. However, women-owned businesses were more likely than those owned by men to have been acquired as a gift or through marriage.
- have been started or acquired with no capital required or borrowed (75 percent as compared with 66 percent). Thirty-six percent of women owners did not borrow because capital was not required, as compared with 26 percent of men owners. As a group, women sole proprietors relied less than men sole proprietors on banks as a source of borrowed start-up or acquisition capital.
- have been started with less capital. In real (1982) dollars, women founded their businesses with about half the capital used by men ($10,503 as compared with $20,717).

Women business owners tended to be somewhat younger than their male counterparts. About 69 percent were between the ages of 25 and 54 while 16 percent were age 55 to 64 and 8 percent were age 65 years and over. Among men business owners, 67 percent were between 25 to 54 years of age, 18 percent were 55 to 64 years, and 9 percent were 65 years of age and over. The remaining respondents were under age 25.

---

[2] 1982 Characteristics of Business Owners, CB082-1, Bureau of the Census, U.S. Department of Commerce issued August 1987. This report presents data about the characteristics of minority-owned and women-owned businesses and their owners as well as a comparable non-minority male business universe.

Seventy-one percent of women business owners were married as compared with 82 percent of men owners. Of the remaining women owners responding, 11 percent were divorced or separated, 9 percent had never married and 6 percent were widowed.

According to a study by Faith Ando and Associates, of women-owned sole proprietorships in 1982, 92.5 percent were owned by white women, 3.8 percent by black women, 2.1 percent by Hispanic women and 1.6 percent by Asian women (see Chart 1).

Women business owners were less likely than men business owners to have previously owned a business -- about 14 percent compared with 22 percent. Managerial experience provides individuals with experience in decision-making and employee supervision which might be drawn upon once these individuals become business owners. Although women sole proprietors may tend to have less work experience and even less managerial experience than their male counterparts, women business owners have the highest proportion of persons with at least a high school education (86 percent versus 83 percent for men owners). While men owners are somewhat more likely to have acquired 5 or more years of college education, slightly more than half of women business owners (52 percent) had at least 1 year of college, 15 percent had 5 or more years of college, and 63 percent had attended a business course, seminar or workshop.

Opportunities for women in business should be enhanced as a result of recent public attention to the status of women business ownership and passage of legislation to provide training and assistance for women owners. For example, in June 1988, the U.S. House of Representatives issued a report, New Economic Realities: The Rise of Women Entrepreneurs, which was the result of hearings held by the Congress on women-owned businesses.

Recently, the Office of Women's Business Ownership in the U.S. Small Business Administration (SBA) announced a program for long term training and counseling called Women's Network for Entrepreneurial Training (WNET). This program is designed to foster year-long mentoring relationships between successful women-owned businesses and fledgling women-owned businesses of 1 to 3 years. Additional information about this program may be obtained from the Office of Women's Business Ownership at (202) 653-8000.

The Women's Business Ownership Act of 1988 authorizes $10 million over a 3-year period for financial assistance to private organizations to provide financial, management, marketing, and technical assistance to women business owners. The intent of the law is to replicate existing programs offering long-term training and counseling. The U.S. Small Business Administration recently announced three Federal grants totaling more the $700,000 -- the first in a series expected under the act. Organizations funded under the program must match the Federal funds dollar for dollar with private money. The organizations must also have proven experience in providing this kind of training, must be able to quickly initiate the new training, and must be able to provide specialized training to women who are socially and economically disadvantaged. Additional information about this program may be obtained by calling the Office of Women's Business Ownership in the U.S. Small Business Administration at (202) 653-8000.

The Women's Business Ownership Act also amends the Equal Credit Opportunity Act to add certain business loans to those already covered by the Act. It contains provisions such as the establishment of a 5-year National Women's Business Council to review the status of women-owned businesses, data collection procedures and other government initiatives relating to women-owned business and recommends ways to promote greater access to financing and procurement of opportunities for such businesses.

Women's business ownership is seen by the Women's Bureau as a significant step in efforts to improve the economic status of women. Women-owned businesses represent a significant part of the overall U.S. economy and also provide important sources of employment for the growing number of women entering the labor force. In addition, home-based businesses may often serve as a viable option for those women who may wish to enter the labor force but who, for various reasons, may not be able to seek employment outside the home.

Resources for Women Entrepreneurs

Wisconsin Women Entrepreneurs
1126 South 70th Street, Su. 106
Milwaukee, WI 53214
414/475-2436

Largest statewide organization for established businesses with chapters in Milwaukee, Racine, Green Bay and Madison. Provides monthly programs, training seminars, mentor committees, membership directory and annual awards dinner.

PROCUREMENT CERTIFICATION PROGRAMS

Certification programs for women business enterprises (WBE) offer incentives to WBE firms who sell to government agencies. Always check with your local municipality for other possible WBE programs.

Wisconsin Department of Transportation - Disadvantaged Business Programs
4802 Sheboygan Avenue, #951
P.O. Box 7916
Madison, WI 53707
608/266-6961

Certification program for contracts with the State of Wisconsin Department of Transportation.

Minority Business Joint Certification Program
2323 North Martin Luther King Drive
Milwaukee, WI 53212
414/265-7680

Certification for WBEs for Milwaukee County, the Milwaukee Metropolitan Sewage District and the City of Milwaukee.

Wisconsin Supplier Development Council
4222 Milwaukee Street
Madison, WI 53714

Certification program for private firms interested in buying from WBE businesses.

LOAN PROGRAMS

Linked Deposit Loan Program
Wisconsin Housing & Economic Development Authority
1 South Pinckney Street
P.O. Box 1728
Madison, WI 53701-1728
1-800-362-2767

Reduced rate loan program for purchase or improvement of buildings, equipment or land.

Small business Administration Loans
212 East Washington Avenue
Madison, WI 53703

Contact your local bank on the SBA 7A and SBA 504 programs for fixed asset and working capital loans.

GENERAL BUSINESS INFORMATION AND ASSISTANCE

Women's Business Initiative Corporation
3112 West Highland Blvd.
Milwaukee, WI 53208
414/933-1800

Provides training, individual counseling and loan funds to women interested in starting or expanding a business.

Wisconsin Small Business Development Centers
608/263-7766

The Small Business Development Center provide excellent courses for small businesses, including a number of special courses for women. Ten (10) centers are located throughout the state. Contact your SBDC.

UW-Eau Claire	715/836-5637	UW-Oshkosh	414/424-1541
UW-Green Bay	414/465-2089	UW-Parkside	414/553-2047
UW-LaCrosse	608/785-8782	UW-Stevens Point	715/346-2004
UW-Madison	608/263-2221	UW-Superior	715/394-8351
UW-Milwaukee	414/224-4758	UW-Whitewater	414/472-3217

Wisconsin Innovation Service Center
UW-Whitewater
414/472-1365

Assists inventors in evaluating the commercial feasibility of their new product ideas.

Public Library

Business reference area is an invaluable source of information for your business.

Business Help Directory

This directory is a quick reference of state and federal information and regulations.

State Resources

For information on state permits and licenses, available buildings and sites, labor availability, taxes, sources of financing, and resolution of regulatory problems, contact: Department of Development, 123 West Washington Avenue, P.O. Box 7970, Madison, WI 53707; **1-800-HELP-BUS**(iness) (in-state) or **608/266-1018** (out-of-state). Wisconsin also has a public/private initiative to encourage business growth. Contact: Forward Wisconsin, Inc.; **414/223-3999**.

Research and Development Funds

For information and assistance in pursuing federal Small Business Innovation Research grants and state Technology Development Funds, contact: Department of Development, 123 West Washington Avenue, P.O. Box 7970, Madison, WI 53707; **1-800-HELP-BUS**(iness).

Business Development

The Department of Development offers a variety of services and assistance to promote economic development in Wisconsin. Contact: Expansion and Retention; **608/266-0165** Financing; **608/266-7099** International Import/Export; **608/266-1480** Minority Business; **608/267-9550** Permit Information/Assistance; **1-800-HELP-BUS**(iness) Small Business Assistance; **608/266-0562** Tourism; **608/266-2147**.

Small Business Development Centers

For small business counseling and management education, contact: University of Wisconsin-Extension Administrative Unit, 602 State Street, Madison, WI 53703; **608/263-7766**. Coordinators of Small Business Development Centers (SBDC):

UW-Eau Claire	715/836-5637	UW-Oshkosh	414/424-1541
UW-Green Bay	414/465-2089	UW-Parkside	414/553-2047
UW-LaCrosse	608/785-8782	UW-Stevens Point	715/346-2004
UW-Madison	608/263-2221	UW-Superior	715/394-8352
UW-Milwaukee	414/227-3240	UW-Whitewater	414/472-3217

Special SBDC Services -- Evaluation of commercial feasibility of new product ideas or inventions -- Center for Innovation and Development, UW-Stout (at Menomonie), **715/232-1252**. Technology Transfer Program -- Commercialization of products -- UW-Whitewater, **414/472-1600**. Wisconsin Innovation Service Center -- Preliminary evaluation of incentives -- UW-Whitewater, **414/472-1365**.

Reprinted from the *Business Help Directory*, U.S. Small Business Administration.

State Purchasing

For information on state government purchasing and procurement procedures, contact: Department of Administration, Bureau of Procurement, 101 South Webster Street, P.O. Box 7867, Madison, WI 53707; **608/266-2605.**

Science and Technology References/Resources

A point of access to published scientific, technical, and marketing information and patents, standards, and specifications, contact: Information Services Division, Kurt F. Wendt Library, 215 North Randall Avenue, Madison, WI 53706; **608/262-5913.** For information on research centers and capabilities available in the System, contact: **1-800-362-3020**, ask for "WISC."

Vocational, Technical, and Adult Education (VTAE)

Vocational education and job training provided locally through 16 districts. Contact: VTAE, 310 Price Place, P.O. Box 7874, Madison, WI 53707; **608/266-2302.**

Job Service

To match job seekers and employment opportunities through over 40 local offices, contact: Department of Industry, Labor, and Human Relations, 201 East Washington Avenue, Room 203, Madison, WI 53702; **608/266-7926.**

Labor Market Information and Employee Training

For labor market statistics information on employment trends and training programs, contact: Department of Industry, Labor, and Human Relations, Employment and Training Library, P.O. Box 7944, Madison, WI 53707; **608/266-2832.**

Census/Demographic and Population Estimates

Contact: Demographic Services Center, Department of Administration, 101 South Webster Street, Sixth Floor, Madison, WI 53702; **608/266-1927** or Applied Population Laboratory, University of Wisconsin, 316 Agriculture Hall, 1450 Linden Drive, Madison, Wisconsin, 53706; **608/262-1515.**

Tourism Information

For information regarding Wisconsin tourism development and programs, contact: Department of Development, Division of Tourism Development, 123 West Washington Avenue, P.O. Box 7970, Madison, WI 53707; **608/266-2147.** Tourist Information; **1-800-372-2737.**

Pending Legislation

For information on pending legislation, contact: Legislative Reference Bureau, 201 North, State Capitol, Madison, WI 53702; **608/266-0341.** Legislative Hotline; **1-800-362-9696.**

Corporation/Tradename/Trademark Registration
For information on the incorporation of a business or registration of a business name or limited partnership, contact: Office of the Secretary of State, 210 East Washington Avenue, Room 271, P.O. Box 7846, Madison, WI 53707; **608/266-3590** for corporations or **608/266-5653** for tradenames/trademarks.

Legislative/Government Records
For information or copies of new state laws and other government records, contact: Office of the Secretary of State, 201 East Washington Avenue, Room 271, P.O. Box 7848, Madison, WI 53707; **608/266-5503**.

Uniform Commercial Code
For information on the process and records of business debts, contact: Office of the Secretary of State, U.C.C. Division, 201 East Washington, Room 271, P.O. Box 7847, Madison, WI 53707; **608/266-3087**.

Franchise and Securities Registration
Wisconsin registers issues of franchise and securities offerings in the state. Contact: Office of the Commissioner of Securities, 111 West Wilson Street, Madison, WI 53703; **608/266-2139**.

Wage and Hour Laws
For laws on minimum wage, overtime pay, child labor laws, compensatory time, and wage payments, contact: Department of Industry, Labor, and Human Relations, Equal Rights Division, 201 East Washington Avenue, P.O. Box 8928, Madison, WI 53708; **608/266-6860**.

State Tax Information
Sales Tax/Sellers Permit, Consumer Use Tax Permit, Withholding Tax ID Number, Contact: Department of Revenue, Compliance Bureau, P.O. Box 8902, Madison, WI 53708; **608/266-2776**.

Unemployment Compensation, Contact: Department of Industry, Labor, and Human Relations, Unemployment Compensation Division, P.O. Box 7942, Madison, WI 53707; **608/266-3114**.

Worker's Compensation, Contact: Department of Industry, Labor, and Human Relations, Worker's Compensation Division, P.O. Box 7901, Madison, WI 53707; **608/266-1340**. For information on rates and the Assigned Risk Pool, contact: compensation Rating Bureau, 790 North Milwaukee Street, Milwaukee, WI 53202; **414/223-2900**.

Personal Income Tax, Corporation/Franchise Income Tax, Contact: Department of Revenue, Income, Sales, Inheritance and Excise Tax Division, 4638 University Avenue, Madison, WI 53705; **608/266-2772**.

Personal Property Tax, Contact: Department of Revenue, State and Local Finance Division, Bureau of Property Tax, 125 South Webster Street, P.O. Box 8933, Madison, WI 53708; **608/266-1187**. Commercial property is addressed at the local level. ***Wisconsin Tax Forms;* 608/266-1961**.

Workplace/Safety Regulations
Right-to-Know: Requires all employers to inform workers about toxic substances, infectious agents, and pesticides in the workplace. Contact: Department of Industry, Labor, and Human Relations, Saftey and Buildings Division, Bureau of Safety Inspections, P.O. Box 7969, Madison, WI 53707; **608/266-7731**.

Occupational Safety and Health Administration: Covers every employer and requires a workplace free from safety and health hazards. Contact the appropriate U.S. Department of Labor-OSHA area office:

Appleton District Office
2618 North Ballard Road
Appleton, WI 54911
414/734-4521

Madison District Office
2934 Fish Hatchery Road
Room 220
Madison, WI 53713-3185
608/265-5388

Eau Claire District Office
Federal Bldg., U.S. Courthouse
500 Barstow St., Room B-9
Eau Claire, WI 54701
715/832-9019

Milwaukee District Office
Henry S. Reuss Federal Plaza
310 W. Wisconsin Avenue
Room 1180
Milwaukee, WI 43203
414/291-3315

SARA Title III. The Superfund Amendments and Reauthorization Act (SARA) requires businesses using toxic substances to report to the State Emergency Response Commission, 4802 Sheboygan Avenue, Hill Farms State Office Building, Room 99A, Madison, WI 53707; **608/266-3232**.

Environmental Regulations
For information on water, air, or waste regulations contact: ***Permit Information Center***, Department of Development, 123 West Washington Avenue, P.O. Box 7970, Madison, WI 53707; **1-800-HELP-BUS**(iness) (in-state) or **608/266-9869** (out-of-state) or Permit Coordinator, Department of Natural Resources, 101 South Webster Street, Second Floor, Madison, WI 53703; **608/266-9256**.

Building Permits and Zoning Codes

Businesses should contact the local planning or building inspection department to determine what permits are required. For state building codes that apply to commercial and public structures, contact: Department of Industry, Labor, and Human Relations, Division of Safety and Buildings, 210 East Washington Avenue, P.O. Box 7969, Madison, WI 53707; **608/266-3151**.

Motor Vehicle Licensing

For general information on motor vehicle registration and licensing, contact: Department of Transportation, Division of Motor Vehicles, 4802 Sheboygan Avenue, Madison, WI 53705; **608/266-1466**.

Federal Resources

For information about all federal programs and agencies, including contracting, contact: U.S. Department of Commerce, Office of Business Liaison, Room 5898C, Washington, D. C. 20230; **202/377-3176**.

Research and Development Funds

To find out how to qualify for the Small Business Innovation Research (SBIR) Program or to receive announcements on available research and development funds, contact: Small Business Administration, SBIR, 1441 L. Street, N.W., Washington, D.C. 20416; **202/653-6458**.

Exporting

For assistance with exporting contact: U.S. Department of Commerce, Office of Export Trading Company Affairs, International Trade Administration, Milwaukee; **414/291-3473**.

Importing

For assistance with importing, contact: U.S. Customs Service, Office of Trade Operation, 1301 Constitution Avenue, N.W., Room 1322, Washington, D.C. 20229; **202/566-8068**.

Wage and Hour Laws

For rules on overtime pay, minimum wage, child labor laws, and comp time, contact: U.S. Department of Labor, Wage and Hour Division, 200 Constitution Avenue, N.W., Room S3508, Washington, D.C. 20210. Madison; **608/264-5221**. Milwaukee; **414/291-3585**.

Workplace Safety Regulations

For information on right-to-know rules and workplace standards, contact: Occupational Safety and Health Administration, 200 Constitution Avenue, N.W., Washington, D.C. 20210; **202/523-8151**.

Government Publications
For copies of public laws and government booklets or to subscribe to the congressional Record or Federal Register, contact: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 or call the inquiries and order desk at **202/783-3238**. In Milwaukee, contact: U.S. Government Bookstore, Room 190, Federal Building, 517 East Wisconsin Avenue, Milwaukee, WI 53202; **414/291-1304**.

Pending Legislation
To find out the status of federal legislation, contact: Office of Legislative Information and Status, House Annex II, Second and D. Streets, S.W., Washington, D.C. 20515; **202/225-1772**.

Market Statistics
For data on labor, prices, growth areas, and productivity, contact: U.S. Department of Labor, Division of Information Services, Bureau of Labor Statistics, 441 G. Street, N.W., Washington, D.C., 20515; **202/225-1772**.

Market Statistics
For data on labor, prices, growth areas, and productivity, contact: U.S. Department of Labor, Division of Information Services, Bureau of Labor Statistics, 441 G. Street, N.W., Washington, D.C. 20212; **202/523-1221.**

Industry Forecasts
For outlooks of specific industries, contact: U.S. Department of Commerce, International Trade Administration, Fourteenth and Constitution Avenue, N.W., Room 1211, Washington, D.C. 20230; **202/377-4356**.

Economic Data
For regional, national, and international statistics, contact: U.S. Department of Commerce, Bureau of Economic Analysis, Washington, D.C. 20230; **202/523-0777**.

Science and Technology References
For references on subjects from TV repair to acid rain, contact: Library of Congress, Science and Technology Division, Science Reference Section, Washington, D.C., 20540; **202/287-5639**.

Census Data
For information on business locations, population characteristics and other census data, contact: U.S. Department of Commerce, Customer Services Branch, Data User Services Division, Bureau of the Census, Washington, D.C. 20233; **301/763-4100**.

SBA Programs

For information about programs run by the Small Business Administration (SBA), such as management assistance, loan programs, and surety bonds, call the SBA; Madison, **608/264-5261**; Milwaukee; **414/291-3941**.

Score Offices (Service Core of Retired Executives) - Business consultation with retired executives.

Appleton	414/734-7101	Milwaukee	414/291-3941
Eau Claire	715/834-1573	Rhinelander	715/362-6117
Green Bay	414/437-8705	Superior	715/394-7716
La Crosse	608/784-4880	Stevens Point	715/394-7716
Madison	608/264-5117	Wausau	715/845-6231

Tax Publications

To order business tax forms and booklets, explaining the tax code, call the IRS publications number, 8:00 a.m. to 6:00 p.m. EST, at **1-800-424-FORM**.

Immigration Law

For recorded messages on your responsibilities as an employer under the immigration law, call the 24-hour information line run by the Immigration and Naturalization Service at **1-800-777-7700**

Environmental Regulations

For answers on how to comply with federal environmental regulations, call the Small Business Ombudsman's hotline, 8:00 a.m. to 4:30 p.m. EST, at **1-800-368-5888**.

Hazardous Waste

To find out if you are covered under hazardous waste law and if you are disposing of hazardous waste properly, call the Resource Conservation Recovery Act/Superfund hotline 8:30 a.m. to 4:30 p.m. EST, at **1-800-424-9346**.

National/Trade Associations

American Entrepreneur's Association (AEA), 2311 Pontius Avenue, Los Angeles, California 90064. AEA publishes more than 200 How to Start a Business manuals (about $40 each). For $24.50, you can join the AEA; write for more information.

American Women's Economic Development Corporation (AWED), 1270 Avenue of the Americas, New York, New York 10020. AWED offers long-term training and assistance to women who own their own businesses or who would like to start one. Programs range from hourly counseling sessions to an 18-month training program. Fees range from $25 for the 11/2 to 2 hour counseling session to $350 for the 18-month program.

American Women Entrepreneurs, 60 East 42nd Street, New York, New York 10165. Entitles members to medical benefits, a members-only hotline, and special travel rates.

Catalyst, 14 East Sixtieth Street, New York, New York 10021. A nationwide organization for women with careers, which is beginning to step into the area of entrepreneurship for women. Publishes listings of career counseling centers across the country. Write for additional information and listings of its career opportunities series.

National Alliance of Home-Based Business Women, P.O. Box 95, Norwood, New Jersey 07648. Provides newsletters and a national support system and has chapters in many localities. Dues for businesswomen in the first year of business are $20; for those in business more than one year, $25.

National Association of Accountants, 919 3rd Avenue, New York, New York 10022. Has more than 300 chapters nationwide; set up to offer free assistance to anyone starting a business.

National Association of Black Women Entrepreneurs (NABWE), 2200 Woodward Towers, Detroit, Michigan 48226. NABWE sponsors monthly workshops, has established several regional and national networks, and publishes a monthly newsletter. Membership in NABWE is $60 per year for women who own a business, $40 per year for women who do not yet own a business, and $100 per year for corporate membership.

National Association for the Cottage Industry, P.O. Box 14460, Chicago, Illinois 60614 (312) 472-8116. Help for women who are interested in starting a home-based business. The Association director, Coralee Smith Kern, has written a book entitled Maid to Order that promises to provide neophyte entrepreneurs with everything they need to know about starting a successful home-based business. To order send $26.95 to C.S. K. Enterprises Inc., P.O. Box 14850, Chicago, Illinois 60614.

Reprinted from *From Homemaking to Entrepreneurship: A Readiness Training Program*, 1985, U.S. Department of Labor, Office of the Secretary, Women's Bureau.

National Association for Women Business Owners, 500 North Michigan Avenue, Suite 1400, Chicago, Illinois 60611. Publishes a monthly newsletter, available by subscription to nonmembers, free to members. Presently compiling a nationwide directory of women-owned businesses and is a clearinghouse for referrals to connect the talents, products, services, and needs of its members. Eleven chapters in major cities and growing. Write for membership information and address of the chapter nearest you.

Trade Associations. Trade associations are membership organizations specializing in a particular line of business. They are often excellent sources of information and assistance. For a complete list of associations consult National Trade and Professional Associations in the United States and Canada and the Encyclopedia of Associations, Vol. 1, both available in your local library.

Women's Referral Service, Inc., Corporate Office, P.O. Box 3093, Van Nuys, California 91407. A nationwide resource network offering information and technical assistance to entrepreneurial women.

Resource Agencies

Small Business Administration (SBA), 1441 L Street, N.W., Washington, D.C. 20416. The SBA sponsors a number of volunteer management programs and business seminars for small business owners as well as financing small business loans. For information, write the national headquarters or contact your regional field office, listed in the yellow pages of your local telephone directory. The SBA also offers a wealth of free and low-cost booklets to help you plan your budget, personnel policies, and work plans. Order the booklets from SBA, P.O. Box 15434, Forth Worth, Texas 76119. All are free. The following is a sample of booklets offered:

MA 223	Incorporating a Small Business. 8 pages.
MA 231	Selecting the Legal Structure for Your Firm. 8 pages.
MA 235	A Venture Capital Primer for Small Business. 8 pages.
MA 233	Planning and Goal Setting for Small Business. 8 pages Includes a sample work plan.
SMA 71	Checklist for Going into Business. 12 pages.
SMA 170	Thinking About Going into Business? 12 pages.

SCORE. The Service Corps of Retired Executives is SBA's Management Assistance Staff. They provide free individual counseling, courses, conferences, and workshops.

U.S. Department of Commerce, Office of Publications and Public Affairs, Main Commerce Building, Washington, D.C. 20230. Write requesting the district office closest to you and a publications list. The Department of Commerce offers many publications on markets and industry data. Two of the most useful are the Survey of Current Businesses, a monthly report on general business and economic topics, and the U.S. Industrial Outlook, an annual publication that includes business planning and marketing data on more than two hundred industries.

Bureau of the Census, Federal Office Buildings 3 and 4, Suitland, Maryland 200233. Write for a publications list. There is a wealth of materials on geographic population and industry trends, including the Census of Business, which provides information on retail, wholesale, and service industries, and the Statistical Abstract of the U.S. and the County and City Data Book, which contains statistics on income, employment, housing, and population. Characteristics are listed for every state, county, and city.

Internal Revenue Service, Taxpayer Service Division, 111 Constitution Avenue, N.W., Washington, D.C. 20224. Write for a publications list.

Reprinted from *From Homemaking to Entrepreneurship: A Readiness Training Program*, 1985, U.S. Department of Labor, Office of the Secretary, Women's Bureau.

Chambers of Commerce. Chambers of Commerce are voluntary associations of business owners which promote the welfare of local communities in every part of the country. Although their activities vary widely, many furnish economic statistics on their communities, offer technical and professional support, and will help businesses locate sites for factories and stores within their towns. To contact your local chamber, write the Chamber of Commerce of the U.S., 1615 H Street, N.W., Washington, D.C. 20006. Also ask for Sources of State Information and State Industrial Directories.

Educational Institutions. Colleges and universities are becoming more responsive to the special needs of women regarding business management and financial skills. Small business development centers (SBDCs) are located in some State universities. These centers serve as one-stop sources of business information and educational materials. They operate similarly to the agriculture extension service.

Junior Colleges or Community Colleges. The National Small Business Training Network is a network of 186 2-year colleges in 47 states, established and maintained through a grant from the Small Business Administration. They concentrate on providing practical, affordable, high quality training in business techniques. In the first half of 1982, nearly 40,000 people participated in entrepreneurial courses at local colleges. Generally, courses run from 6 to 10 weeks, cost $50 or less, and are not taken for credit. Junior and community colleges also sponsor 3- or 4-hour short courses. Get on your local college's mailing list and find out what's coming up.

U.S. Department of Agriculture/Extension Service, Washington, D.C. 20250. Based on university campuses throughout the United States, the Extension Service provides free workships and printed material. Contact the Department of Agriculture to find out if there is an Extension Service in your area and what it specifically offers that may help in your training program.

"Guide to Running a Small Home Business" is a program workbook and an excellent resource as a curriculum guide for persons wishing to start home-based businesses. Order from: Cooperative Extension Service, 203 Human Ecology, Michigan State University, East Lansing, Michigan 48824.

Bibliography of Directories, Periodicals and Books and Articles

Directories

Encyclopedia of Associations. Gale Research Company, Book Tower, Detroit, Michigan 48226.

Encyclopedia of Bussiness Information Sources. Gale Research Company, Book Tower, Detrroit, Michigan 48226.

The Entrepreneurs Bibliography. Catalyst, 14 East Sixtieth Street, New York, New York 10022.

Guide to Venture Capital Sources, by Stanley M. Rubel. Capital Publishing Company, 10 South LaSalle Street, Chicago, Illinois 60603.

National Association of Small Business Investment Companies (NASBIC) 1156 Fifteenth Street, N.W., Washington, D.C. 20005.

Periodicals

Black Enterprise. Earl G. Graves Publishing Company, Inc., 295 Madison Avenue, New York, New York 10017.

In Business. JG Press, Inc., Box 323, 18 South Seventh Street, Emmaus, Pennsylvania 18049.

Inc. Magazine, 38 Commercial Wharf, Boston, Massachusetts 02110

Venture. Venture Magazine, Inc., 35 West Forthy-fifth Street, New York, New York 10036.

Books and Articles

Beht, Marion and Wendy Lazar. (1981). Women working home: The home-based business guide and directory. Edison, Jew Jersey: Women Working Home, Inc.

Blanchard, Marjorie. (1981). Cater from your kitchen: Income from your own home business. Indianapolis: Bobbs-Merrill Co.

Carabillo, Toni and Judith Meuli. "How to Start Your Own Business," Ms., Vol. IV, No. 10 (April 1976): 55-70.

Drucker, Peter. (1985). Innovation and entrepreneurship: Practice and principles. New York: Harper & Row.

Gills, Phyllis. (1984). Entrepreneurial mothers. Rawson Associates: New York.

Jessup, Claudia and Genie Chipps. (1980, rev.). The women's guide to starting a business. New York: Holt, Rinehart and Winston, Inc.

Justis, Robert T. (1981). Managing your small business. Englewood Cliffs, NJ: Prentice-Hall Inc.

Kamoroff, Bernard. (1977). Small-Time Operator: How to start your own small business, keep your books, pay your taxes, and stay out of trouble. Laytonville, CA: Bell Springs Publishing.

Leslie, Mary and David D. Seltz. New business women can start and successfully operate. Rockville Centre, New York: Farnsworth Publishing Co., Inc., 1977.

Lester, Mary. (n.d.). A woman's guide to starting a small business. New York: Pilot Books.

Lowry, Albert J. (1981). How to become financially successful by owning your own business . New York: Simon and Schuster.

McCaslin, Barbara S. and Patricia P. McNamara. (1980). Be your own boss: A woman's guide to planning and running her own business. Englewood Cliffs: Prentice-Hall, Inc.

McQuown, Judith. (1977). Inc. yourself: How to profit by setting up your own corporation. New York: Macmillan.

Moran, Peg. (1981). Invest in yourself: A woman's guide to starting her own business. Rohnert Park, CA: Upstream Press.

Moreau, James F. (1980). Effective small business management. Boston: Houghton Mifflin Company.

Taylor, Charlotte. (1980). Women and the business game: Strategies for successful ownership. New York: Cornerstone Library.

Tepper, Terri P. and Nona D. Tepper. (1980). The new entrepreneurs: Women working from home. New York: Universe.

Weaver, Peter. (1973). You, Inc. New York: Doubleday.

Winston, Sandra. (1979). The entrepreneurial woman. New York: Newsweek Book.

"When Home Becomes Your Corporate-Headquarters," Working Woman, October, 1984.

Working for yourself: Career planning information, University of Oregon, Career Information System, 1988.

Competency 7.0

Skills to locate, evaluate and interpret career information.

Indicator 7.06

Identify factors that contribute to misinformation about occupations.

Indicator 7.06: Students will be able to identify factors that contribute to misinformation about occupations.

Time: 30 minutes

Content	Instructional Strategies	Instructional Resources
Gender and sex-role stereotyping.	Discussion	
Factors that contribute to misinformation about occupations	Brainstorm factors and post on flipchart	Flipchart

Competency 7.0

Skills to locate, evaluate and interpret career information.

Indicator 7.07

Describe information about specific employers and hiring practices.

Indicator 7.07: Students will be able to describe information about specific local and regional employers and hiring practices.

Time: One hour

Content	Instructional Strategies	Instructional Resources
List sources that will provide a directory of jobs currently available in the participants' location: • Newspaper ads • Placement offices • Private employment agencies • Government employment bulletins • Civil service exams • Friends and relatives • Others	Brainstorm discussion about where to find out about job opportunities in the area.	Flipchart
	Handout	Identifying Employers for My Job Search Plan
	Activity	Mapping Community Resources from Memory
	Activity	Mapping Community Resources from Walking Tour
	Activity	Classifying community resources
	Workbook	**WCIS Materials:** Going to work, pp. 29-38

Indicator 7.07: Students will be able to describe information about specific local and regional employers and hiring practices.

Content	Instructional Strategies	Instructional Resources
	•	Other materials: • Area newspapers • Government employment bulletins • Civil service exam notices • Others
Collaboration effort with: • Chamber of Commerce for list of businesses in the area • Local and regional business and industry • Job Center representative • Job Service representative	Presentation(s)	Speakers from: • Local and regional business and industry • Job Center representatives • Job Service representatives

Identifying Employers For My Job Search Plan

Source	Where Can I Find Them	What Will They Tell Me?
Want Ads	Newspapers, some magazines, bulletin boards in public place	The name of the job, sometimes the name of the company and how to apply. Sometimes more.
State Job Service	The telephone directory in the white pages, usually under your State. Call for an appointment.	About local job openings, many employers who do not list openings in want ads. Can also help with special programs for people who qualify.
School Counselors and Teachers	High schools, vocational/technical schools, and colleges.	Information about jobs and companies that hire. Sometimes specific openings they know about.
Yellow Pages of Phone Book	The telephone directory at home, at work, or school. Libraries usually have many different directories from all over the country.	Names, addresses and phone numbers of employers listed alphabetically under specific categories.
Manufacturer's Directories (By State or City)	Libraries, Job Counseling Centers	Lists companies in the specific area, names of contact people, company officers, products and types or work done.
Chamber of Commerce	The telephone directory in the white pages, usually under the City's name.	Current list of local companies, what they do and contact people with telephone numbers.
Reference Library	Most libraries, especially in schools and colleges	Company annual reports, business and financial information and books on specific careers and job hunting.
Employer Personnel Office	Inquire in person or contact by telephone or mail.	Company jobs available and what workers do.

Reprinted with permission from Mimi Trudeau, Wisconsin Indianhead Technical College, New Richmond, Wisconsin.

Competency 8
Overview

One of the first things single parents and displaced homemakers seeking career counseling need to realize is that career choice affects more than the 40 hours each week they will spend on the job. Because career choice has great impact on an individual's lifestyle, those beginning to research a career should first know how they want to live, and just as important, how they don't want to live. Lifestyle, or the way people think and feel; what they value; and how they spend their time, money, and energy explains not only individual lives, but why society works the way it does. The web of relationships collectively referred to as "society" form multiple dynamic interactions and participants should begin to think about how these relationships, including economics, community, and government relationships, will affect them personally.

Participants completing Competency 8: How Society Influences the Nature and Structure of Work will be able to:

8.01: Describe the importance of work as it affects values and life style.
8.02: Describe how society's needs and functions affect occupational supply and demand.
8.03: Describe occupational, industrial, and technological trends as they relate to training programs and employment opportunities.
8.04: Demonstrate an understanding of the global economy and how it affects the individual.

A function of work for any society is to produce and distribute goods and services, to transform "raw nature" into needed or desired products and services. Work also plays an important psychological role in the formation of self-esteem, identity, and a sense of order.

The labor market follows basic economic principles. As employers raise wages, more people are willing to work. Conversely, when wages rise, employers want to hire fewer workers. Many factors influence the supply and demand curve of labor.

The U.S. today faces a shortage of skilled workers. This situation drives up the wages of such people, drives down the earnings of people who lack education, skills, or talent. Few communities today have trouble providing enough jobs for its residents--rather they have problems finding enough well-qualified people with skills for the new jobs. This current lack of skilled workers in technical industries, however, provides a lucrative source of nontraditional jobs for women.

Part of the increased demand for highly skilled workers results from the increase in international trade. The U.S. tends to export goods and services produced or performed by highly skilled workers; it imports goods produced in capital-intensive factories staffed by semi-skilled people overseas.

Low-skilled American workers can't compete with the low-skilled work forces of our trading partners without suffering a dramatic cut in their living standards. Consequently, low-skilled workers must be trained in the more highly-paid skills needed in the growth industries.

As the U.S. enters the global economy, the labor market will need to adjust to shifts in the trade balance. As with any change, those affected could look at the situation as a threat to security or as an opportunity to grow. Participants must realize they are joining the labor force at a time when their opportunities can only be exceeded by their imaginations.

Based on materials from:

Report of a special task force to the Secretary of Health, Education, and Welfare (n.d.). Work in America. Cambridge, Massachusetts: The MIT Press.

Vaughan, R. J. (1991). The new limits to growth: Economic transformation and vocational education. Phi Delta Kappan, 72 (6), 446-449.

U. S. Department of Labor, National Occupational Information Coordinating Committee (1986). Using labor market information in career exploration and decision making: A resource guide. Garrett Park, Maryland: Garrett Park Press.

Competency 8.0

How society influences the nature and structure of work.

Indicator 8.01

Describe the importance of work as it affects values and life style.

Indicator 8.01: Students will be able to describe the importance of work as it affects values and life style.

Time: One hour

Content	Instructional Strategies	Instructional Resources
Importance of work and how it affects one's values and lifestyle	Discussion	
	Computer lab, out of class work	**WCIS Resources:** Software: • Make a better buck

Competency 8.0

How society influences the nature and structure of work.

Indicator 8.02

Describe how society's needs and functions affect occupational supply and demand.

Indicator 8.02: Students will be able to describe how society's needs and functions affect occupational supply and demand.

Time: One hour

Content	Instructional Strategies	Instructional Resources
Facts on women in the workforce • Labor force outlook • Industrial outlook • Occupational outlook	Instructor Resource Lecture/discussion Overhead transparency	Women and Workforce 2000 • Occupations with Largest Job Growth 1986-2000 • Industries Projected to Generate Largest Number of Wage and Salary Jobs 1986-2000
Future direction of the workforce	Handout, discussion Overhead transparency	• Future Directions • Major Trends Affecting Tomorrow's Workforce

Women and Workforce 2000

U.S. Department of Labor, Women's Bureau
Fact Sheet No. 88-1, January 1988

Several emerging trends in the economy and the labor force today will shape and characterize the work force of the future. Significant among them are: an aging work force; greater numbers of women, minorities and immigrants in the work force; a declining pool of youth; a continuing shift to the service producing sector; and an increasing demand for workers with high skills.

Labor Force Outlook

Today, more than 53 million women age 16 and over comprise 45 percent of the total labor force. Although the labor force will grow more slowly than in the past, there will be 139 million persons in the labor force in the year 2000, an increase of 21 million from 1986. Women, minorities, and immigrants will account for 90 percent of the increase. It is projected that women's share of the labor force will increase to 47 percent in 2000.

Women will be the major source of new entrants into the labor force over the next 13 years. They will account for 63 percent of the net labor force growth or 13.2 million women by 2000. The number of black women will increase by 2.1 million of 16 percent and account for one-tenth of the overall labor force growth.

The number of Hispanic women in the labor force by the year 2000 is projected to reach 5.8 million, an increase of 85 percent. This projected 1986 to 2000 increase in more than that of white and black women's increases combined. Hispanic women will account for about 13 percent of the increase in the total labor force by 2000. In addition, about 1 out of 10 women entrants will be of Asian, American Indian, Alaskan Native, or other descent.

Reprinted with permission from the Monthly Labor Review, U. S. Bureau of Labor Statistics.

Women in the Labor Force in 1986 and Projected to Year 2000
(Numbers in thousands)

Group	1986	2000	Percent	Change
Total	117,837	138,775	100.0	20,938
Men	65,423	73,136	52.7	7,713
Women	52,414	65,639	47.3	13,225
White	44,585	54,449	39.2	9,864
Black	6,311	8,408	6.1	2,097
Asian, Other*	1,518	2,782	2.0	1,264
Hispanic**	3,128	5,783	4.2	2,655

Source: U.S. Department of Labor, Bureau of Labor Statistics, Monthly Labor Review, September, 1987.
* Includes American Indian, Alaskan Native, Asian, and Pacific Islanders.
**Persons of Hispanic origin may be of any race

The labor force will be older by the year 2000. While the number of workers between the ages of 20 and 34 will decline by 4.6 million, the number between 45 and 54 will increase by 12.8 million. Half of the women in the labor force will be between the ages of 35 and 54. This is a shift from 1986 when the majority of women in the labor force were between the ages of 25 and 44. There will be a net increase of workers aged 16 to 19 between 1986 and 2000, but there will be a substantial, immediate (short term) decline in these workers between 1986 and 1995.

Industrial Outlook

The economy has long been and will continue to be dominated by the service producing sector. That sector includes the following industry groups: transportation, communication, and public utilities; wholesale and retail trade; finance, insurance, and real estate; services; and government. The largest component is services which accounted for 30 percent of the total employment of 74.4 million worker in this sector in 1986.

Almost all of the net increase of 21 million jobs between 1986 and 2000 will be in the service producing sector. By that year, 80 percent of all nonfarm wage and salary employment will be in the service producing sector compared with 75 percent in 1986.

The increases in the services sector bode well for the future of working women. In 1986, 40.5 million women, or more than four out of five, were employed in the service producing industries. Women dominated many of the industries where growth is expected to be greatest. For example, women held more than three-fourths of the jobs in the health services industry (including hospitals) and the social services industry.

---

* Includes American Indian, Alaskan Native, Asian, and Pacific Islanders.
** Persons of Hispanic origin may be of any race.

The ten industries projected to generate the largest number of new wage and salary jobs will account for 45 percent of the net increase in employment from 1986 to 2000. In 1986, women held more that half of the jobs in six of these industries.

Industries Projected to Generate Largest Number of Wage and Salary Jobs, 1986-2000
(Numbers in thousands)

Industry	1986 Employment	New Jobs
Eating and drinking places	5,879	2,471
Offices of health practitioners	1,672	1,375
New and repair construction	4,904	890
Nursing and personal care facilities	1,250	852
Personnel supply services	1,017	832
State and local government education	7,058	784
Machinery and equipment wholesalers	1,445	614
Computer and data processing services	591	613
Grocery Stores	2,523	598
Hotels and other lodging places	1,401	574

Source: U.S. Department of Labor, Bureau of Labor Statistics, Monthly Labor Review, September 1987.

Occupational Outlook

Women have made great strides in obtaining jobs that require postsecondary education and/or skills training. As recent as 1986, their share of managerial and professional specialty jobs reached 43 percent. Similarly, minority women have moved into higher paying positions but at a slower rate. Over the period between 1983 and 1986, the percent of black women in executive, administrative and managerial jobs increased from 4.9 percent to 6 percent. These trends are important as more jobs of the future will require higher skills.

Of the eleven occupations which are projected to increase by more than 400,000 jobs by 2000, women held more than 80 percent of those jobs in six occupational categories in 1986. These 11 occupations are expected to account for 30 percent of job growth to 2000.

The three broad occupation groups with the most highly trained workers (executive, administrative, and managerial; professional specialty; and technician and related support) will account for 40 percent, or 8 million, of the job growth between 1986 and 2000. In 1986, women held 43.8 percent of such jobs. Black women accounted for 7 percent and Hispanic women 3 percent.

The occupation group with the greatest increase, 5.4 million, is service workers. This job category, dominated by women who accounted for 61 percent of the service jobs in 1986, is within the group of jobs requiring the least skills. Within the group of jobs requiring lower skilled workers, three categories will have declining employment: farming, forestry and fishing; machine setters and operators; and hand worker, including assemblers. Although women held only 16 percent of the jobs in the farming category in 1986, they held 31 percent of the jobs in the other two categories combined.

Occupations with Largest Job Growth, 1986-2000
(Numbers in thousands)

Occupation	1986 Employment Number	1986 Employment % Women	New Jobs
Salespersons, retail	3,579	59.5	1,201
Waiters and waitresses	1,702	85.1	752
Registered Nurses	1,406	94.3	612
Janitors, cleaners (including maids and housekeeping cleaners)	2,676	42.7	604
General managers and top executives	2,383	N/A	582
Cashiers	2,165	82.9	575
Truck drivers, light and heavy	2,211	4.3	525
General office clerks	2,361	80.5	462
Food counter, fountain and related workers	1,500	N/A	449
Nursing Aides, orderlies and attendants	1,224	90.5	433
Secretaries	3,234	99.0	424

Source: U.S. Department of Labor, Bureau of Labor Statistics, Monthly Labor Review, September 1987.

Occupations with Largest Job Growth 1986-2000

(Numbers in thousands)

Occupation	1986 Employment Number	1986 Employment % Women	New Jobs
Salespersons, retail	3,579	59.5	1,201
Waiters and waitresses	1,702	85.1	752
Registered Nurses	1,406	94.3	612
Janitors, cleaners (including maids and housekeeping cleaners)	2,676	42.7	604
General managers and top executives	2,383	N/A	582
Cashiers	2,165	82.9	575
Truck drivers, light and heavy	2,211	4.3	525
General office clerks	2,361	80.5	462
Food counter, fountain and related workers	1,500	N/A	449
Nursing Aides, orderlies and attendants	1,224	90.5	433
Secretaries	3,234	99.0	424

Source: U.S. Department of Labor, Bureau of Labor Statistics, Monthly Labor Review, September 1987.

Industries Projected to Generate Largest Number of Wage and Salary Jobs

1986-2000

(Numbers in thousands)

Industry	1986 Employment	New Jobs
Eating and drinking places	5,879	2,471
Offices of health practitioners	1,672	1,375
New and repair construction	4,904	890
Nursing and personal care facilities	1,250	852
Personnel supply services	1,017	832
State and local government education	7,058	784
Machinery and equipment wholesalers	1,445	614
Computer and data processing services	591	613
Grocery Stores	2,523	598
Hotels and other lodging places	1,401	574

Source: U.S. Department of Labor, Bureau of Labor Statistics, Monthly Labor Review, September 1987.

Future Directions

WHAT FACES FUTURE WORKERS

- Accelerated Rate of Change - Knowledge Explosion
- On-Going Shift in Economic/Employment Structure
- Development in New Areas - Materials and Innovations

  Microelectronics and Computerization
  Robotics/Computerized Manufacture
  Artificial Intelligence
  Laser Technology
  Fiber Optics
  Communications Technology
  Space Technology/Satellites
  Biotechnology
  Genetic Engineering
  Bioelectronics
  Synthetic Materials Dev.
  Superconductors
  Energy Dev. (incl. Alternatives)

- Applications of High Technology to All Areas
- Increased Foreign Competition/Global Economy
- Growth of Small Companies - Entrepreneurship

DEMOGRAPHICS

A. Changing Work Force Composition

Aging
More Female
More Minorities

B. Shrinking Youthful Labor Resource

C. Changing Family Patterns

Male/Female Roles
"Nontraditional" Family Groupings

Reprinted with permission from Jean Henderson, Gateway Technical College, Elkhorn, Wisconsin.

Major Trends Affecting Tomorrow's Workforce

- The number of workers will fall
- The average age of workers will rise
- More women will be on the job
- One-third of new workers will be people of color
- There will be more immigrants
- Most new jobs will be in services and information
- New jobs will require higher skills
- Challenges for business will be immense

Reprinted from *Changing Roles of Men and Women* with permission of the Vocational Studies Center, School of Education, University of Wisconsin-Madison.

Major Trends Affecting Tomorrow's Workforce

- The number of workers will fall
- The average age of workers will rise
- More women will be on the job
- One-third of new workers will be people of color
- There will be more immigrants
- Most new jobs will be in services and information
- New jobs will require higher skills
- Challenges for business will be immense

Reprinted from *Changing Roles of Men and Women* with permission of the Vocational Studies Center, School of Education, University of Wisconsin-Madison.

Competency 8.0

How society influences the nature and structure of work.

Indicator 8.03

Describe occupational, industrial, and technological trends as they relate to training programs and employment opportunities.

Indicator 8.03: Students will be able to describe occupational, industrial, and technological trends as they relate to training programs and employment opportunities.

Time: One hour

Content	Instructional Strategies	Instructional Resources
Future trends and how they relate to training and employment opportunities	Workbook	The Employee of the Twenty-first Century, Changes, pp. 242-245.
	Workbook	**WCIS Resources:** Occupations Handbook

Competency 8.0

How society influences the nature and structure of work.

Indicator 8.04

Demonstrate an understanding of the global economy and how it affects the individual.

Indicator 8.04: Students will be able to demonstrate an understanding of the global economy and how it affects the individual.

Time: 30 minutes

Content	Instructional Strategies	Instructional Resources
Global economy and how it affects individuals in the workforce.	Cut newspaper or magazine articles and follow up several weeks later for further news articles.	Newspapers, current affairs magazines.

Competency 9.0
Overview

By now participants will want to start making decisions. They have set occupational goals for themselves. They are aware of their options and how to arrive at them. They have balanced the costs and benefits of each option against each other. Participants must now choose which path they will follow and begin activities to support that decision. Participants may not decide on a specific job in an occupational cluster, but they may begin to focus on one particular occupational direction. So it becomes necessary for these women to learn how to make good decisions. Participants completing Competency 9.0: Skills to Make Decisions will be able to:

9.01: Describe personal criteria for making decisions about education, training, and career goals.
9.02: Demonstrate skills to assess occupational opportunities in terms of advancement, management styles, work environment, benefits and other conditions of employment.
9.03: Describe the effects of education, work, and family decisions on individual career decisions.
9.04: Identify personal and environmental conditions that affect decision making.
9.05: Demonstrate effective career decision-making skills.
9.06: Describe potential consequences of decisions.

All decisions are not equal. Decisions about what to buy, what to eat, or what to wear are made with little or a lot of information. For example, a great deal of car design knowledge is not necessary to buy a car, for instance, but general information can save buyers money if they take time to check it before making their purchase.

As a rule, most people realize the bigger the decision, or the greater the rewards or costs, the more information individuals need before they can make it. Major decisions, such as choosing to work in a nontraditional career, should be critically analyzed to maximize rewards and minimize costs. Jobs support individuals both emotionally and materially, so participants must choose their vocations carefully.

Decisions are surprisingly easy to make once all the alternatives are discovered and examined. Participants can follow a simple procedure (see handout in competency 9.01) that will help them exercise good judgment when they make important decisions. Making decisions by following this procedure can equip individuals with the skills needed to set realistic and attainable occupational goals. When individuals avoid setting goals and making decisions, they drift with circumstances or with other's decisions. Decision-making competence, then, can lead to greater control over one's life.

Participants must connect letting others make their decisions with forfeiting their career choice options. Not making a decision in effect gives their options to someone else and more than likely, they lose the alternative of working in a nontraditional occupation. For example, if participants visit an employment office without a specific vocational plan, counselors there will more than likely direct them toward a "gender appropriate" position, automatically closing the door on many attractive occupations.

Based on materials from:

Bayne, G.K. & Gerber, R.A. (1990). Final Report: Nontraditional Education Component in Single Parent/Homemaker Programs in the Commonewealth of Kentucky. Louisville, Kentucky: University of Louisville.

Competency 9.0

Skills to make decisions.

Indicator 9.01

Describe personal criteria for making decisions about education, training, and career goals.

Indicator 9.01: Students will be able to describe personal criteria for making decisions about education, training, and career goals.

Time: One hour

Content	Instructional Strategies	Instructional Resources
Strategies for making decisions Advantages and disadvantages to each strategy	Instructor Notes Discussion	Choosing a Strategy
Futurity of present decisions	Workbook	Your Job or Your Life, What color is your parachute, pp. 83-85
Gathering information and using the decision-making model	Workbooks	• Decision Making: How to Choose What's Best for You, Career Choices, pp. 168-179 • How Do You Get There From Here? Changes or Challenges, pp. 116-136
	Workbooks	**WCIS Resources:** Printed Materials: • PrepSr, p. 49 • Going to work, p. 28
Relationship between time commitment and financial reward and how these personal criteria affect career decisions	Workbook	An Investment in Education..., Career Choices, pp. 116-117

Indicator 9.01: Students will be able to describe personal criteria for making decisions about education, training, and career goals.

Time: One hour

Content	Instructional Strategies	Instructional Resources
Risks in decision making and possible outcomes, positive and negative	Workbooks	• Exercise: Career Decisions, Coming Alive From Nine to Five: The Career Search Handbook • Risk Taking, Changes or Challenges, pp. 137-139
Guidelines for decision makers and decision making	Handout	Decision Makers and Decision Making
Primary decision-making strategies	Case study group Activity	Mary's Decisions
Evaluate critical life points that affect decisions	Activity	My Decision Life Line

Choosing a Strategy

Since there are three alternative strategies for making a decision -- and each has its own advantages and disadvantages -- the first task in making a decision is to decide which strategy to use.

Dependent Decision Strategy

The **dependent decision** strategy may appear to be the easiest; we've certainly had the most time to practice it! All we need to do is defer the choice to others, to let someone else decide. In a situation where the outcome is of little personal importance, this approach can save time and energy. If you're like most of us, many of your dependent decisions are made in the spirit of compromise, as in the case of participating in a group decision. There are also situations that may call for a more informed dependent choice. If your doctor recommends surgery, for example, you may wish to get a second opinion or have the reasons carefully explained. Knowing that you don't have enough information to make the final decision, you may at least depend partially upon your doctor's judgement.

A dependent decision can be self-defeating and produce unhappy results if it is used to avoid the work of exploring or the fear of making a choice on your own. Deferring a choice whose outcome is important out of fear or indecision does not help us to avoid the problem; it only means the decision will be out of our control, and will be made by others or by circumstances. The results will affect our lives just as if we had made the choice; even if we have transferred the decision elsewhere, the responsibility for coping with the results will still be ours.

Reprinted from *Curriculum Manual for Career Planning* by permission of Fox Valley Technical College, Appleton, Wisconsin.

Intuitive Decision Strategy

Decision makers who use the **intuitive decision** process rely on "gut-level" reaction; they check out their internal signals to see if something feels good. Intuitive decisions are usually made spontaneously and below one's level of awareness. Consequently, they take little time, data gathering, or conscious planning. They are useful in situations where time is at a premium, such as emergencies or unforeseen opportunities. Intuition often helps us in interpersonal relations, where factual data about the other person's reaction are not available. When used appropriately, intuition can help us retain both authority and responsibility in a difficult decision situation.

Intuitive decisions, however, can also have uncomfortable results if used as a substitute for or to avoid gathering needed information. In situations that are emotional or very important, intuitive hunches are sometimes hard to distinguish from wishful thinking or personal bias. If information and time to review a decision are available, it is usually wise to take advantage of them. After exploring, however, intuition or feeling may still play a part in the final decision. Intuition enjoys a better reputation now than in the past since we realize that hunches may really be perceptions based on information that is taken in overtime but not consciously remembered. Nevertheless, it is probably wiser not to decide something on the basis of intuition alone, if there is other information available.

Planful Decision Strategy

The third strategy, the **planful decision** approach, involves exploration of our needs and the environment, and a rational weighing of the various alternatives, costs, and benefits. The pace of this approach is slower than others, but allows maximum time for data gathering, exploring, and experimenting. Questions can be raised and answered, and attention paid to details. These questions will help us anticipate possible problems, and increase smoothness and efficiency of implementation. This approach does not exclude consideration of personal feelings about the choices (intuition) or the opinions of experts and loved ones (dependency), nor does it intend to exclude personal and idiosyncratic decision strategies.

Because the planful approach to decisions can consume a great deal of time and energy, it is not always appropriate. Many decisions are not important enough to be worth this amount of effort, and sometimes needed information is not available. Another problem is that in any situation the data is never all in, and waiting for everything we need to know can be a way of delaying a decision. Finally, anyone who takes this decision style literally runs the risk of making a totally rational or totally independent decision, which may not reflect reality, since our feelings and the opinions of significant others are important to us.

Ideally, a balanced decision will include elements of all three decisions styles. Such a choice would consider information available from internal and external sources, weigh the validity of that information, and invest time in further exploration if it seems necessary. A productive decision will usually take into account whatever information one can marshall in the circumstances about self, others, and the environment.

Decision Makers and Decision Making

Decision Makers

1. Those who know their own needs and priorities and are also aware of the needs and priorities of others.

2. Those who know their own needs and priorities but whose first concern is the approval of others.

3. Those who are uncertain as to their own needs and look to others to tel them what to do.

4. Those who know their own needs and priorities and simply do not give a damn about the needs and priorities of others.

Decision Making

1. Know your values and your priorities.

2. Seek information that is relevant (center on you individual needs and resources; focus on the resources in the world around you and the alternatives to which you can or want to commit yourself).

3. Explore these alternatives and try to discover new ones.

4. Imagine the consequences of each alternative to help you evaluate one. Rank them in order of necessity.

5. Make your choice. (Center and focus).

6. Examine how this choice feels.

7. Develop a contingency plan in case your first choice doesn't work out.

8. Be willing to take the risk.

9. Realize that important life decisions require commitment and some continuity in time.

10. Realize that you decision can be changed or modified. You don't have to stick to "wrong" decisions but must stick with something long enough to test it thoroughly!

From **SHIFTING GEARS: Finding Security in a Changing World** by Nena O'Neill and George O'Neill. Copyright © 1974 by Nena O'Neill and George O'Neill. Reprinted by permission of the publisher, M. Evans & Co.

Mary's Decisions

Frequently, the most difficult aspect in decision-making is getting in touch with what the problem is. Read the following story about Mary, then work in groups of four persons and determine Mary's problem(s) and make a suitable choice(s).

1. What is Mary's problem(s)?
2. What are Mary's choices or alternatives?
3. What are the possible outcomes or consequences of each choice or alternative?
4. Make the choice(s) for Mary.
5. What is Mary's responsibility in the decision(s)?

Mary is a single parent/homemaker who is supporting herself and two sons. She is working in a full-time job as a secretary and is taking a bookkeeping course and a business English course at the community college. Mary hopes to get a better job after she learns bookkeeping; however, her immediate concern is making money. Lately, Mary has been losing control of her temper when she is with her sons. This doesn't happen often, but it happens often enough to scare her, as well as the boys. Several times she has found herself screaming remarks that she doesn't mean, and has on occasion hit her children hard enough to leave bad bruises. She feels guilty and is sorry afterwards.

Why does Mary lose her temper? Mary cannot cope with being a homemaker/wage earner/student. Her sons complain about the ill-planned meals, lack of clean clothes and the lack of attention she gives them. Her grades have dropped to a C. Her bills are piling up. Her ex-husband has been spending less time with the boys lately. Will you help Mary?

Reprinted from *Single Parent/Homemaker Training for Life Skills Handbook: Final Report*, June, 1987, by permission of the Kentucky Department for Adult and Technical Education, Frankfort, Kentucky.

My Decision Life Line

Purpose: To have participants recognize the benefit of making their own decisions by having them evaluate the critical decision points in their own lives.

Procedure: Participants are instructed to:

- Draw a horizontal line across the page and put the year they were born on the left end of the line and the present year on the right end.
- Mark important event/decisions that occurred in their lives at the appropriate places along the life line, including the year they occurred.
- Mark each of these decision points using the following codes:

  A = A critical decision they made for themselves.

  C = A critical decision made for them by someone else.

  D = A decision they wish they had made.

  B = The best decision they ever made.

  W = The worst decision they ever made.

- .After completing the written portion of this activity, participants are divided into groups and told to compare life lines and discuss why the decisions they made were either good or bad.

Materials: Activity Sheet, **My Decision Life Line**

Reprinted from *Final Report: Nontraditional Education Component in Single Parent/Homemaker Programs in the Commonwealth of Kentucky,* School of Education, Department of Occupational Training and Development, University of Louisville, Louisville, Kentucky.

My Decision Life Line

My Decision Life Line

Codes: A = A critical decision they made for themselves.

C = A critical decision made for them by someone else.

D = A decision they wish they had made.

B = The best decision they ever made.

W = The worst decision they ever made.

Reprinted from *Final Report: Nontraditional Education Component in Single Parent/Homemaker Programs in the Commonwealth of Kentucky*, School of Education, Department of Occupational Training and Development, University of Louisville, Louisville, Kentucky.

Competency 9.0

Skills to make decisions.

Indicator 9.02

Demonstrate skills to assess occupational opportunities in terms of advancement, management styles, work environment, benefits and other conditions of employment.

Indicator 9.02: Students will be able to demonstrate skills to assess occupational opportunities in terms of advancement, management styles, work environment, benefits and other conditions of employment.

Time: One hour

Content	Instructional Strategy	Instructional Resources
Panel of employers or panel of women employed in NTO fields to discuss occupational opportunities in terms of: • advancement • management styles • work environment • benefits • other conditions of employment	Panel discussion Participants prepare questions for panel	Questions for panel of employers or women in NTO/technical fields
	Workbook	Your Ideal Career, Career choices, pp. 124-131
	Workbook	**WCIS Resources:** Printed Material: PrepSr, pp. 37-43
Criteria used for informational interviews.	Handout, discussion Overhead transparency	• Informational Interviewing • Interviewing for Information • Sample Information Interview Card

Indicator 9.02: Students will be able to demonstrate skills to assess occupational opportunities in terms of advancement, management styles, work environment, benefits and other conditions of employment.

Content	Instructional Strategy	Instructional Resources
Suggested questions for informational interviewing	Handouts for independent informational interviewing, out of class homework	• Questions for Women Employed in Nontraditional or Technical Fields • Suggested Questions for Informational Interviewing • Interview the Resource Person
Interviewing questions when talking to people about careers	Workbook	Exercise: Career Observation, Coming Alive from Nine to Five: The Career Search Handbook, pp. 113-114

Informational Interviewing

Informational interviewing is the process of gathering career information from people working in areas that are of interest to you. These interviews allow you to extend your occupational research beyond reviewing printed materials, into the work place where workers can provide additional information, insights, and new information not available elsewhere. People contact is important to your career development, and informational interviewing is one way you can make use of this valuable resource.

In addition to being an excellent information source, interviews provide an opportunity to get out into the business world and make first-hand observations of workers and the work place. Through informational interviews, you will become familiar with interviewing techniques, and meet people who may be worth contacting when you start looking for a job.

Keep in mind these main purposes of informational interviewing as you prepare for your interview:

Gather data on career ideas that interest you.
Determine if your career choices are realistic.
Develop a network of contacts.
Practice your interviewing in a nonthreatening situation.

Preparation is the key to conducting a successful informational interview. Taking time to understand your purpose, organize your questions, and prepare yourself to conduct the interview will all help to insure its success.

Steps for Informational Interviewing: The following steps and resources will get you started with the task of preparing for your informational interviews:

1. Identify fields of interest to you and learn as much as you can about each field before you plan your interview. Resources to use:

    Occupational Outlook Handbook
    WCIS Occupational Information for Wisconsin
    WCIS computer-assisted information
    Other Media Center printed materials

Reprinted from *Project Discover: Handbook and Curriculum Guide*, 1987, with permission of Anoka Technical Institute, Anoka, Minnesota.

2. Identify a person currently working in the field. Resources could be friends, instructors, counselors, local professional associations (check yellow pages of phone book), personnel departments of companies, Corporate Report Fact Book (available in libraries).

3. Make contact with the person. Explain your purpose, making it clear you are only asking for information at this time, not a job. Set up an appointment for an interview time, allowing about one-half hour. Arrange to meet in the person's work environment whenever possible.

4. Prepare questions. Before you go to the interview, develop a list of questions that will give you the information you need to make a realistic career decision. See the reverse side for a list of suggested questions. They are provided only as examples. You should modify and add your own questions as you prepare for each interview.

5. The interview. Even though you are not interviewing for a job, it's important that you make a positive impression by presenting a professional image. Arrive on time, dress appropriately for the environment, and be prepared to take notes of the interview. Be sure the person you are interviewing is agreeable to your notetaking, and be careful not to let your notetaking interfere with communication.

6. Following the interview. Immediately organize your notes and list additional thoughts or questions. Do this before you have a chance to forget important information. Also, make a note of your reaction to the interview to help you separate factual information from individual biases expressed by the interviewee.

7. Shortly after the interview, send a thank-you note. Do this both out of courtesy, and keeping in mind the person may be a possible job lead in the future.

Properly used, the informational interview is no only one of the most valuable of occupational information resources, but one of the most enjoyable.

Interviewing for Information

Be Enthusiastic **Be Responsive**

Very valuable information can be gained from talking with people employed in occupations which interest you. Start by making a list of the contacts of your family members, friends or acquaintances who may have been helpful to you. Talk with people who **do** the work or **hire** people to do the work you are considering.

Keep a card file with names and information (see next page). From each person, seek the names and phone numbers of three additional people.

Suggested questions:

- What do you like in your position?
- What do you like about it?
- What do you dislike about it?
- How did you get this position?
- What are the advancement opportunities?
- What is the starting salary?
- What do you know about current opportunities in this locality?
- Who else should I talk to?

For additional information on this subject, refer to The Complete Job Search Handbook by Howard Figler, What Color Is Your Parachute by Richard Bolles and Go Hire Yourself An Employer by Richard Irish.

Reprinted with permission from Miki Martin-Erschnig, Waukesha County Technical College, Pewaukee, Wisconsin.

Sample Information Interview Card

Name Title
Company
Address

Phone
Who referred me:
Who I was referred to:

What I learned:

After your initial contact:

1. Send a brief, courteous thank-you note expressing your appreciation for time and information.
2. Continue your Information Interviews to build your base of information.
3. Recontact individuals interviewed if you would like to be informed and considered if an opening occurs. Ask: "Who should I contact?"

Reprinted with permission from Miki Martin-Erschnig, Waukesha County Technical College, Pewaukee, Wisconsin.

Purposes of Informational Interviewing

- Gather data on career ideas that interest you.
- Determine if your career choices are realistic.
- Develop a network of contacts.
- Practice your interviewing in a nonthreatening situation.

Reprinted from *Project Discover: Handbook and Curriculum Guide,* 1987, with permission of Anoka Technical Insititute, Anoka, Minnesota.

Steps for Informational Interviewing:

1. Identify fields of interest.
2. Identify a person currently working in the field.
3. Make contact with the person.
4. Prepare questions.
5. Interview.
6. Follow-up the interview.
7. Send a thank-you note.

Reprinted from *Project Discover: Handbook and Curriculum Guide,* 1987, with permission of Anoka Technical Institute, Anoka, Minnesota.

Interviewing for Information

Very valuable information can be gained from talking with people employed in occupations which interest you. Start making a list of the contacts you, your family, friend or acquaintance have who may be helpful to you.

Keep a care file or notebook with your resource names and information.

Suggested questions:

What do you do in your work?
How did you get into this job?
What are the positives?
What are the negatives?
What is your career objective?
What entry level jobs are best for learning as much as possible?
What is the salary range in the field?
Can you give me the names of other people who can give additional information?

For additional information on this subject refer to *What Color Is Your Parachute* and *Go Hire Yourself An Employer*.

Career Search

Occupation ______________________________

Contact ______________________ Telephone _________

General Description:

Work Factors:	Poor	Fair	Good	Excellent
Work Environment				
Growth Potential				
Salary Potential				
Benefits				
Security				
Recognition				

Reprinted by permission of Mary Koster, Gateway Technical College, Elkhorn, Wisconsin.

Questions for Women Employed in Nontraditional/Technical Fields

Name of Employee	Company
Position	Contact Phone Number

1. Describe your job. (Students would appreciate a copy of your job description if you are allowed to share it.)
2. What kind of education was required for your entry-level position?
3. What kinds of hours do you work in your position?
4. What is the salary range for your position?
5. In what environment do you perform your work?
6. What kind of advancement is available in your company for people in your occupation?
7. What it the long-range (next ten years) outlook for people in your occupation?
8. What further education might you need to advance in your career area?
9. Is your position a union or nonunion job? Are you required to join a union or is it optional?
10. **Why** do you enjoy your job?

Please feel free to provide any additional information about your position or company that you think would be useful to the participants.

Reprinted by permission of Donna Boben, St. Paul Technical College, White Bear Lake, Minnesota.

Suggested Questions for Informational Interviewing

1. What is the title of your position?
2. What field did you expect to enter originally?
3. How did you get into this kind of work?
4. What's a typical day like for you? What are your main duties and responsibilities?
5. What is your background and training? How much of it relates to your present position?
6. What educational program is recommended for preparation? Is a two-year education recognized in the field?
7. What special characteristics and skills does a person need to be effective in this job?
8. What kinds of work experience would employers look for in an applicant? Do you have any suggestions of how a student could gain this work experience?
9. What steps besides meeting education requirements are necessary to "break into" this occupation?
10. What are the advancement possibilities related to this job? to what position can you advance? What are the requirements for advancement?
11. What do you like most about your job? Least?
12. What are the personal rewards of the job?
13. What is the employment outlook in this field? How much job security exists in this field?
14. What is the salary range for your type of job?
15. What kinds of pressures and problems do you face in this job?

Reprinted by permission of Lakewood Community College, Career Clinic, White Bear Lake, Minnesota.

16. How much freedom do you have in determining your work schedule and daily activities?

17. How competitive is the field? Is it overcrowded or becoming so? How good will I have to be to become employed? To advance?

18. Have you ever considered a career change? In what other kinds of jobs could you apply your skills?

19. Could you recommend other people for me to interview? Is there a professional organization I could contact for further information?

20. Is there anything else you would like to add that would be helpful to me in finding out more about this occupation?

Interview the Resource Person

The resource person is someone who performs the job you are exploring. Question the resource person about the company, the job site and the job. Fill in the answers as you go along.

Describe the company

What does the company do? (may be more than one category)

		Explain
_____	provides a service	______________________________
_____	manufactures a product	______________________________
_____	sells a product	______________________________
_____	other	______________________________

How many people work here? ______________________________

What are some of the other nontraditional jobs in the company? ________

____

Describe the job

Job Title ____

What do you do during a normal workday? ____________________

____

How did you get started in this job? ________________________

____

How many women/men hold this kind of job? ________________

How long have you been with this company? ________________

What kinds of special training/schooling/experience did you have to prepare for this job? ____________________________________

____

How difficult is it for women/men to get this kind of job? __________

____

What days do you work? ______________________________

What hours do you work? ______________________________

What is the salary range for this job? ______________________

Reprinted from *Women in Nontraditional Careers (WINC): Curriculum Guide,* 1984, U.S. Department of Labor, Office of the Secretary, Women's Bureau.

What kind of benefits do you get in addition to salary? ________________

____

What kinds of clothes can you wear to work? ________________________

____

What kinds of tools, machinery and equipment do you use on this job?

____

What do you like about this job? ________________________________

____

What do you dislike about this job? ______________________________

____

What kinds of problems might women/men encounter on this job? ______

____

Whom do you talk to when you have a problem on the job? ___________

____

Where could your experience at this job lead you? What are the opportunities for advancement? ______________________________

____

What are the opportunities for moving to other jobs in the company?

____

____

What are the opportunities for women in this kind of business? _______

____

____

Competency 9.0

Skills to make decisions.

Indicator 9.03

Describe the effects of education, work, and family decisions on individual career decisions.

Indicator 9.03: Students will be able to describe the effects of education, work, and family decisions on individual career decisions.

Time: One hour

Content	Instructional Strategies	Instructional Resources
Effects of education, work, and family decisions on career decisions	Brainstorm how family decisions, education and work affect career decisions	Flipchart

Competency 9.0

Skills to make decisions.

Indicator 9.04

Identify personal and environmental conditions that affect decision making.

Indicator 9.04: Students will be able to identify personal and environmental conditions that affect decision making.

Time: One hour

Content	Instructional Strategies	Instructional Resources
Discuss personal and environmental conditions affecting decision making	Discussion	

Competency 9.0

Skills to make decisions.

Indicator 9.05

Demonstrate effective career decision-making skills.

Indicator 9.05: Students will be able to demonstrate effective career decision-making skills.

Time: One hour

Content	Instructional Strategies	Instructional Resources
Distinguish between long-term, intermediate, and short-term goals in career planning	Activity	Establishing Career Goals
Individual career decision-making plan	Activity	Participant Plan of Action
		WCIS Resources: Printed Materials: • PrepSr

Establishing Career Goals

Purpose: Introduce participants to the goal setting process by having them distinguish between long-term, intermediate, and short-term goals in their own career planning.

Procedure:

- Participants are instructed to list their career choices from Activity 3-4 in their order of priority on the activity sheet. After doing so, they should analyze each of these career goals using the following criteria:

  L = Goal is long-term.
  R = Goal is realistic (they can attain it.)
  I = Goal is important to them.
  W = Goal is something they want to attain.

  Then mark the appropriate code letter next to each.

- After coding each of their career choices, participants are told to cross out any which don't have all four letters next to them.

- When they are finished, they are instructed to take their number one nontraditional career choice and then write both an intermediate and a short-term goal for their long-term nontraditional career goal.

- After completing the written portion of this activity, instructor will ask each participant to share their long-term, short-term, and intermediate goals with the rest of the class.

Materials: Activity Sheet, **Establishing Career Goals**

Reprinted from *Final Report: Nontraditional Education Component in Single Parent/Homemaker Programs in the Commonwealth of Kentucky*, School of Education, Department of Occupational Training and Development, University of Louisville, Louisville, Kentucky.

Establishing Career Goals

My Career Goals

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________

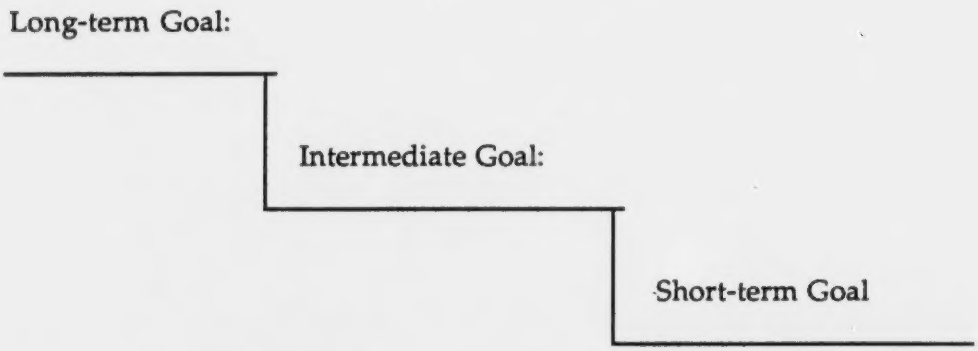
Codes:
L = Goal is long-term.

R = Goal is realistic (you can attain it.)

I = Goal is important to you.

W = Goal is something you want to attain.

My Nontraditional Career Goal



Reprinted from *Final Report: Nontraditional Education Component in Single Parent/Homemaker Programs in the Commonwealth of Kentucky,* School of Education, Department of Occupational Training and Development, University of Louisville, Louisville, Kentucky.

Participant Plan of Action

Name: ______________________ Date: __________
Address: __________________ City: __________ Zip: ________
Phone: __________ Counselor/Facilitator: ______________

Groups Completed:
Title: ______________________ Date Completed:
Title: ______________________ Date Completed:
Title: ______________________ Date Completed:
Title: ______________________ Date Completed:
Title: ______________________ Date Completed:

Following Choices and Change:

The area of my life which I feel need the most attention is ______________
____

In order to address this need, my goal is ______________
____

My plan of action toward achieving this goal is ______________
____

Following Positive Self Image:

My primary goal in the area of self image is ______________
____

My plan of action toward achieving this goal is ______________
____

I have accomplished the following in working toward my previous goal ____
____

Following Who Am I/Where Am I Going?

Now that I have more information about my value system, my needs, my methods of decision making and goal setting, my primary goal in this area is
____

My plan of action toward achieving this goal is ______________
____

I have accomplished the following in working toward my previous goals ____
____

Reprinted with permission from Miki Martin-Erschnig, Waukesha County Technical College, Pewaukee, Wisconsin.

Following Career Decision Making:

Now that I have explored possible career options, my immediate goal is ____

____

My plan of action toward achieving this goal is ____________________

____

I have accomplished the following in working toward my previous goal ____

____

Further Progress Toward Goal Achievement:

Competency 9.0

Skills to make decisions.

Indicator 9.06

Describe potential consequences of decisions.

Indicator 9.06: Students will be able to describe potential consequences of decisions.

Time: One hour

Content	Instructional Strategies	Instructional Resources
Consequences of letting others make your decisions	Workbook	Not Deciding is Making a Decision, Changes, p. 119
Possible consequences of decisions: Positive and negative.	Group discussion to identify positive and negative consequences of decisions	

Competency 10
Overview

Our lives are composed of many facets that combine to form a single whole--work, family, domestic responsibilities, leisure, perhaps school--the list goes on. Integrating these segments into a single, smoothly running operation can prove to be a monumental task in itself. Adding or changing work responsibilities can be a particularly significant burden for single parents, who, to a great extent must meet the demands of raising their children alone.

Participants completing Competency 10: Understanding the Impact of Work on Individual and Family Life will be able to:

10.01: Describe how family and leisure functions affect occupational roles and decisions.
10.02: Determine effects of individual and family developmental stages on one's career.
10.03: Describe how work, family, and leisure activities interrelate.
10.04: Describe strategies for negotiating work, family and leisure demands with family members (e.g., assertiveness, and time management skills).

Adding the single factor of children to the equation of balancing one's life means more than learning time management tricks to squeeze everything in (although these strategies can be essential). It may mean finding a career, for example, that not only requires working hours compatible with the school day, but one that doesn't require travel or frequent location changes, depending on individual priorities. It may mean finding part-time work when children are small, or somehow squeezing in training for a new career into an already full schedule (and limited budget).

An ideal solution to these oftentimes segmented lifestyles could be to participate in activities that answer many needs at once. For instance, volunteering to serve food at a homeless shelter meets a need to help those less fortunate, could be a good activity for the family, and provides social interaction and educational experience. Another way to integrate the many priorities in one's life could be to develop leisure activities into those that provide income.

Leisure refers to activities and experiences which are relatively self-determined and may be physical, social, intellectual, volunteer, creative, or some combination. Most people explore vocational interests through leisure activities. Conventional wisdom dictates that leisure is not supposed to lead to any other activity. It is not a matter of serious concern, but an end in itself.

However, many individuals believe leisure time is a necessity, not a luxury. They may even seek ways to turn leisure activities into work in a small business, an entrepreneurial activity, or income from a home-based setting. At any rate, single parents and displaced homemakers entering the labor force must seek balance between work and leisure in their careers.

The activities included in this competency focus on how single parents and displaced homemakers can juggle their various responsibilities to find that critical point of equilibrium within their homes. Included among these activities are those which may provide ideas on how to negotiate these schedules with family members.

Based on materials from:

McDaniels, C. (1989). The Changing Workplace: Career Counseling Strategies for the 1990s and Beyond. San Francisco: Jossey-Bass Publications.

Competency 10.0

Understanding the impact of work on individual and family life.

Indicator 10.01

Describe how family and leisure functions affect occupational roles and decisions.

Indicator 10.01: Students will be able to describe how family and leisure functions affect occupational roles and decisions.

Time: One hour

Content	Instructional Strategies	Instructional Resources
List family and leisure activities	Brainstorm leisure and family activities with participants	Flipchart
Identify how leisure and family activities affect occupational roles and decisions of participants as single parents and displaced homemakers	Discussion	

Competency 10.0

Understanding the impact of work on individual and family life.

Indicator 10.02

Determine effects of individual and family developmental stages on one's career.

Indicator 10.02: Students will be able to determine effects of individual and family developmental stages on one's career.

Time: 90 minutes

Content	Instructional Strategies	Instructional Resources
Developmental Stages: • Personal development • Children's development • Relationship to career planning	Discussion	Flipchart
Identify predictable personal and family developmental stages and determine their effect on career	Brainstorm personal and family developmental timelines and effect on career	Flipchart
Self-assessment of personal and family timeline and incorporating career decisions Predictable personal and family changes	Self-assessment timeline activity for homework	

Competency 10.0

Understanding the impact of work on individual and family life.

Indicator 10.03

Describe how work, family, and leisure activities interrelate.

Indicator 10.03: Students will be able to describe how work, family, and leisure activities interrelate.

Time: 30 minutes

Content	Instructional Strategies	Instructional Resources
Interrelationship of work, family and leisure	Activity, discussion	Debbie's Dilemma
Speakers who have successfully interrealted work, family, and leisure activities	Speaker(s)	Speaker(s) from the community

Debbie's Dilemma

As you read the following situation, think about steps you would recommend to help resolve Debbie's dilemma.

Debbie is a divorcee who lives with her children. She works in a doctor's office and enjoys the contact with people. Her son, John, age ten, stays with a neighbor both before and after school. Jennifer, her daughter, age five, goes to a day care center.

Debbie's daily responsibility often seems overwhelming. Each morning she prepares breakfast, fixes bag lunches and organizes things she and the children need to take for the day. Debbie insists her children make their beds before leaving in the morning. Neither child however, is able to meet her standards, so she usually remakes the beds while they are eating. The children watch television and usually are not ready to leave when they should be. Debbie has been late to work several times during the last few months.

Debbie feels guilty for not being more a part of her children's day. John's teacher recently sent a note home that expressed concern about his behavior.

Debbie is often too tired to give the children much attention during the evening. There is dinner to decide upon and prepare, laundry to do, and John's homework to check. Also once a week it is Debbie's turn to bake cookies for the day care center's afternoon snack. Most evenings, all Debbie really wants to do is have a glass of wine and relax.

During her childhood, Debbie's mother devoted all of her time to homemaking. Debbie resents her role as a single parent. She projects her unhappiness to people she meets. Tardiness and stress are affecting her performance at work and she has been told that unless things improve, she will be terminated. She likes her job and the money meets her needs, but she feels trapped by her responsibilities at home and the expectations at work.

What steps do you recommend Debbie take?

Reprinted from Pam Conrad, *Balancing Home and Career: A Fifty-Minute Program*,1990, by permission of Crisp Publications, Inc., 95 First Street, Los Altos, California 94022.

Competency 10.0

Understanding the impact of work on individual and family life.

Indicator 10.04

Describe strategies for negotiating work, family and leisure demands with family members (e.g., assertiveness and time management skills).

Indicator 10.04: Students will be able to describe strategies for negotiating work, family and leisure demands with family members (e.g., assertiveness and time management skills).

Time: One hour

Content	Instructional Strategies	Instructional Resources
Balancing responsibility	Instructor Notes Discussion	Me/We/They
Balancing responsibility of household tasks Division/delegation of labor	Discussion Who does what?	
Household tasks and who performs each	Activity for out of class work	Who Does the Housework?
Guidelines for family meetings	Handout, discussion	Guidelines for Family Meetings
Effective time management: • Time robbers • Tips for using time effectively	Instructor Notes Lecture/discussion Overhead transparencies	Effective Time Management
Establishing priorities for tasks	Workbook	Setting Priorities and Making Time, Changes or Challenges, pp. 169-171
Strategies for saving time	Handout, discussion	Time-Saving Household Management TIps

Who Does The Housework?

Directions: As a family project, first identify all household tasks, then determine who is responsible and how often the task is performed.

Task	Who does it?	How often?
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

Reprinted from *Balancing Work and Family,* with permission from Minnesota Curriculum Services Center, Little Canada, Minnesota.

Guidelines For Family Meetings

1. Meet at a regularly scheduled time. Begin on time, you don't need to wait until every member agrees to attend, instead begin with those who are willing.

2. Share meeting responsibilities: chair and recorder.

3. Keep some type of minutes, record deadlines on a calendar or tape-record for a recap at the next meeting.

4. Suggested time is 20-30 minutes with younger children and 1 hour for older children. DON'T RUN OVER.

5. All family members are encouraged to participate, however, do not let the meetings turn into a "beef session."

6. Make sure your meetings are more than job distribution and problem solving sessions. Plan for family fun and recreation.

7. Avoid the pitfall of being sidetracked by other issues or dealing with symptoms, e.g., bickering, etc., instead of the purposes of the behavior.

8. Record the plans, agree to put agreements into action and post the record or chart as a reminder.

9. End with something that is fun and affirms family members like a family hug, a game that includes family members or a bowl of popcorn enjoyed together with a good T.V. show.

Reprinted from *Balancing Work and Family*, with permission from Minnesota Curriculum Services Center, Little Canada, Minnesota.

Competency 11.0
Overview

Moving into a new phase of life from an old one, that is, experiencing change, becomes much less stressful when individuals involved take time to reflect on how they will respond to impending events.

Activities in this competency are intended to help participants respond to change by planning career and life goals realistically, and examining how the various decisions they have outlined in previous competencies fit together. Specific activities are included to encourage participants to consider whether self-employment is a viable career option, but most importantly, to guide them in assembling their goals and decisions into a unified, coherent career plan.

Participants completing Competency 11.0: Skills to Make Career Transitions will be able to:

11.01: Identify transition activities (e.g., reassessment of current position, occupational changes) as a normal aspect of career development.
11.02: Describe strategies to use during transitions (e.g., networks, stress management).
11.03: Describe skills needed for self-employment (e.g., developing a business plan, determining marketing strategies, developing sources of capital).
11.04: Develop an individual career plan, updating information from earlier plans and including short- and long-range career decisions.

As previously stated, most people know about only a fraction of the many job opportunities which the world of work offers. Similarly, preparing for a new career is often a game of hit or miss. Participants must become aware of the various pathways before they make career decisions (refer to Indicator 4.01 for detail).

Single parents and displaced homemakers need to carefully examine the issues surrounding the effect of work on lifestyle and know in advance exactly how they will handle stress and lifestyle-related problems when they arise (e.g., childcare, procrastination, finding study time, getting chores done, overcoming fears of risk or failure, expectations that are too high, or looking beyond past disappointments toward the future).

When participants set their goals, establish career objectives, and determine implementation schedules, they should prepare themselves to encounter certain obstacles or barriers. They should expect some problems, but understand that problems do not indicate failure. A positive mental attitude will serve them well in the long run. Single parents and displaced homemakers need to prepare themselves for the long haul by knowing that determination and perseverance will take them further toward their goals than intelligence or neglected talent. Progress may seem slow at times; they should learn to seek support to keep on going. Finally, as they progress toward achieving their goals, participants must prepare for success. That is, they must continue to set goals and make plans to achieve them. Planning a next goal while working toward a current one will propel participants toward even greater success.

Based on material from:

Barstow, S. (n.d.). Opening the Door to Opportunity: A Manual for Displaced Homemaker Programs. Northport, Alabama: Career Concepts.

Women's Bureau, U.S. Department of Labor (1984). Women in Nontraditional Careers: Curriculum Guide. Washington, D.C.: For sale by the Superintendent of Documents, U.S. Government Printing Office.

Competency 11.0

Skills to make career transitions.

Indicator 11.01

Identify transition activities (e.g., reassessment of current position, occupational changes) as a normal aspect of career development.

Indicator 11.01: Students will be able to identify transition activities (e.g., reassessment of current position, occupational changes) as a normal aspect of career development.

Time: Two hours

Content	Instructional Strategies	Instructional Resources
Changing careers	Instructor Resource	• Changing Careers: It Takes Determination, Soul-Searching and More • Changing Careers Not Unusual at All
Considerations before changing careers	Activity, discussion	Twenty Questions You Should Ask Yourself Before Changing Careers
Career change assessment	Workbook	Should I Change Careers?, Changes or Challenges, pp. 232-234
Individuals from community who have undergone career change identify transition activities	Speaker(s)	Speakers from community
Self-assessment about how one feels about change	Workbook	• So What's New? Planning for Change, Changes, pp. 152-157 • **WCIS Resources:** Going to work, p. 91-93

Page 2 of:
Indicator 11.01: Students will be able to identify transition activities (e.g., reassessment of current position, occupational changes) as a normal aspect of career development.

Content	Instructional Strategies	Instructional Resources
Self-assessment in attempting to change	Activity	Decision to Change
Identification and prioritization of roles	Activity	Restructuring Life
Role changes due to transition	Activity	• Life Adjusts • Who am I?
	View video	**Recommended Video:** Transitions: Choices for mid-career changers, Greystone Educational Materials, P.O. Box 529, Stillwater, MN 55082

Changing Careers
It takes determination, soul-searching and more

There is a very good chance that you are going to change careers two or three times in your lifetime. In fact, a study published by Future Directions for a Learning Society claims that the number of Americans in job transition at any given moment is about 40 million.

Many students who wonder, "What do I want to do for a living?" are ill-prepared to face that question repeatedly throughout their lives. When they are faced with a career change, they often think that their only recourse is to go back to school and learn a new specialty.

Although more schooling is certainly a good option, it is not the only one. You can do some investigation and career planning on your own. After all, no matter what seminar you take or degree you obtain, you're still faced with the question, "What do I want to do?"

Dear Joan Lloyd:

I enjoy reading your column in The Milwaukee Journal. *I'm considering a career change. What factors should I consider in making a change? Are there some guides to follow in moving from one career to another? How can I go about choosing a career that is challenging, motivating and satisfying?*

There is no one "correct" way to go about changing careers. Each career changer must develop an individual plan because each situation is different. There are a few factors which seem to have broad application, however. Here they are:

Determination

In his book, *What Color is Your Parachute?*, Richard Nelson Bolles says, "Successful job-hunting systems are those which have figured out a way to help the job hunter keep at it. This is the key."

You must approach your career change as if it were a full-time job. If you're employed, that means after work, lunch hours, breaks and weekends. It must become your obsession.

It's usually much more difficult to get into a different career than it is to advance in your current one. If you tenaciously pursue your goal each day, your determination will pay off.

Self-Analysis

No one can tell you what career to pursue. It must come from you. One way to get started is to analyze where you are now. It's likely you were drawn to the specialty you're in because of some interest or ability you possess. On paper, write

Reprinted from the Milwaukee Journal by permission of Joan Lloyd, author.

all the things you like to do on your current job and then do the same with all former jobs.

Next, break all the "likes" down into actions or behaviors. For example, if you like to write project reports, what specifically do you like about? Did you like interviewing your sources, analyzing the data or writing the report itself?

If you "like working with people," break that down into more behavioral terms. Do you like teaching them, advising them, supervising them, helping them?

Common Threads

Look for similarities among your past jobs. Were you drawn to them because of some particular aspect of these jobs? For instance, they may all have contained goal-oriented project work. Perhaps they required certain communication skills like active listening, negotiating or persuasiveness.

If you find one or more common threads running through your past jobs (or hobbies), you should strongly consider pursuing career areas that contain the same thread.

On the flip side, if this pattern can be linked to major dissatisfactions with current or former jobs, you have more work ahead of you. At least you'll know what you don't like to do.

You stand a much better chance of convincing a potential employer that you can be successful in a new career, if you can prove you've succeeded in related areas in the past.

Identify Barriers

Barriers come in all shapes and sizes. List yours. Perhaps you've decided you want to work for a corporation, but your degree and experience are in the field of nursing.

You might list these barriers: "No contacts in business; don't know the kinds of jobs that are available; full-time job takes up much of my day," etc.

If you don't write out specific action steps to overcome each barrier, they will likely stop you in your tracks. If you list, for example, that having a full-time job while job-hunting as a barrier, you might decide to call at least three employers a day for one of your action steps.

If you fail to plan for these barriers, you might as well plan to fail.

One Kind of Job

It's often not enough to decide you want to "get into sales" or "work in personnel." You still have more homework to do.

Once you have narrowed the field down, look at it under a microscope and compare it to what you know about yourself and any common threads you have discovered.

For instance, the nurse who knows she builds rapport quickly, has persuasion skills and wants to be rewarded monetarily for her results may choose sales as an alternative career.

Now the questions are: Where and what will she sell, how will she sell it and to whom? Once she analyzes these factors in light of her abilities and interests, her path will become clear.

What's the payoff for all of this hard work? A full, satisfying life that begins when you get up in the morning, not after five o'clock.

Changing Careers Not Unusual At All

Tomorrow, ask your co--workers what their majors were in college. There's a good chance they're not in a job that matches their diploma.

Statistics show that it's not uncommon for people to change careers several times in their lives.

There are many factors that can contribute to a decision to switch careers -- a changing economy, new interests or a need for more money are some of them.

Here's a letter from a reader who "wants out" just one year after graduation:

I am dental hygienist with an interest in changing my career. I graduated in 1985 from Marquette University. I have a bachelor of science degree in dental hygiene. I would appreciate any information on alternate career choices.

The first thing you must do is figure out what you don't like about dental hygiene and why. Do you want more money, more recognition, the ability to advance?

If you've been working this past year, decide whether it's the people you dislike or the job itself. If it's the people, you should try another job in the same field before packing it in.

If it's the job itself, you didn't do a thorough examination of your chosen field before your graduated.

Many college students choose a major under pressure. They do no field projects or informational interviewing while in school. After graduation, they are dismayed to find their first job is not what they'd hoped.

If this sounds like you, don't make the same mistake twice.

Identify what attracted you to dental hygiene in the first place. This will help you find a common denominator that could lead you to satisfying alternatives.

For example, do you enjoy the medical field, helping people, or working with your hands? If so, which do you like the most? By listing your interests and skills and prioritizing them, you'll come up with several key things to get you started on a different track.
For example, if you like educating patients, talk to people who work in community health education, corporate trainers, health teachers and wellness consultants.

If you like the administrative details of your job, explore jobs in the insurance industry, medical clinics and medical coordinator positions.

If you have drive and a desire for an income that matches your energy, consider selling dental or medical supplies.

Reprinted from the Milwaukee Journal, Sunday, October 19, 1986, by permission of Joan Lloyd, author.

Most of the choices I've listed are in the medical field. That's because a new employer wants to see a relationship between your background and the job for which you're interviewing.

Once you've taken a detour from dental hygiene and gotten different experiences and accomplishments under your belt, your degree won't be as important.

While deciding on a career to pursue, talk to people who actually work in the field.

Ask everyone you know for names of people whom you can call. Many professionals are flattered when asked to talk about themselves and their jobs. If you use the name of someone who referred you, you're likely to get in for an informational interview. Don't be shy. Networking goes on at all levels and in all professions.

Also, there may be some merit in talking to a career counselor and in taking some tests but, in the end, the direction still must come from you.

Twenty Questions You Should Ask Yourself Before Changing Careers

1. Am I dissatisfies with my career or only my job? Could I find satisfaction in a related job within the same field?

2. Are the working conditions the motivating factor for a change?

3. If so, could I change my environment, or my attitude toward it, or is the only resolution a career switch?

4. Do I wish to express certain values on the job that I can't in my present occupation?

5. Do I feel as though I could use more of my abilities and skills in another occupation?

6. Do I have an understanding of my personality and the type of environment I'd prefer to work in?

7. Do I know where my interests lie? What do I know about my vocational interests?

8. Have I taken an inventory of my skills and know about my vocational interests?

9. Have I acquired new skills that I don't have the opportunity to use in my present occupation even though I'd like to?

10. Am I willing to make sacrifices to start all over in a new occupation -- such as taking a salary cut? The people who are dependent on me also willing?

11. Can I enter my newly chosen occupational field without retraining or further education?

12. Will my functional skills transfer to the occupation I chose, or must I develop new skills?

13. Do I have alternative plans -- or are all my eggs in one basket?

Reprinted with permission from Wayne E. Behrens, Director of Academic Counseling, UW-Extension, University of Wisconsin-Madison.

14. Are there any ways that I can try out a new career without quitting my full-time job?

15. Exactly what will I be giving up and what will I be gaining to change careers?

16. How important are the golden handcuffs -- seniority, retirement fund, and other benefits -- to my welfare both in the short run and over the long run? Have I done pen and pencil figuring, or only day-dreaming?

17. Is there help available in my community to facilitate my career change or help to insure its success?

18. Do I feel that I have the patience to spend the time in an entry-level position to get to my goal?

19. What small preparations can I begin today to help with my career switch? Do I have a list of small, medium, and big goals drawn up? Micro- and minigoals too?

20. How willing am I to take risks -- like risking not being happy in a new occupation? Would I be willing to make another switch if that happens?

Decision to Change

Directions: The following questions may be of value as you assess any given situation in attempting to decide whether or not to change. Add any other comments or dimensions which apply to your situation.

1. What do I gain from not changing (staying the same)

   a. Protection from others
   b. Praise for conforming to others' expectations
   c. Maintenance of a similar behavior pattern
   d. Avoidance of taking the responsibility for initiating or carrying out plans
   e. Avoidance of possible conflict/anger/rejection/acceptance of responsibility for my feelings

2. Would I be willing to give up any of the above? Which?

3. What do I lose by not changing (staying the same)

   a. Independence
   b. The power to make decisions
   c. Honesty in human relationships
   d. Others; respect for my rights and wishes
   e. My ability to influence others' decisions, demands, expectations - particularly with regard to myself and what they expect me to do for them or with them
   f. The satisfaction of initiating and carrying out plans

4. Do the gains of staying the same (not changing) outweigh the losses?

   a. If so, why?
   b. If not, am I willing to make the change?
   c. Can I enlist support, understanding and cooperation of others involved either in the situation or my life?

5. What are my short-term goals? (In my relationships and in my activities)

6. What are my long-term goals?

7. How can a change in behavior help me achieve these goals?

Reprinted with permission from Miki Martin-Erschnig, Waukesha County Technical College, Pewaukee, Wisconsin.

Restructuring Life

Directions: After identifying and prioritizing your roles, respond to the following questions by writing in your diary.

1. How important are these different roles to your identity?

2. How much attention (time, effort, emotional involvement) do you devote or will you devote to these roles?

3. How successful do you feel in each role?

4. Which roles are most important to you? Are you devoting sufficient time and attention to them? Are you succeeding in the important ones? Which would you like to devote more time and attention to?

5. How do others in your family view your perception of these roles? Would they agree?

6. Are these roles equally important at different stages of adulthood?

7. Are these chosen or prescribed roles?

8. How will these roles affect my family's lifestyle?

9. What barriers may I need to overcome to achieve the lifestyle I desire?

Reprinted from *Career Smart: Curriculum Guide for Making Smart & Healthy Decisions*, April, 1987, with permission Minnesota Curriculum Services Center, Little Canada, Minnesota.

Life Adjusts

Directions: A person's roles change during times of transition, for example, during a period of unemployment or when a spouse starts a new job. In the first column below write in the name of the person in your family who was responsible for the household tasks listed on the left BEFORE the transition period. Then in the second column, note the person who is responsible DURING or AFTER the transition.

	PERSON RESPONSIBLE . . .	
HOUSEHOLD TASK	BEFORE	DURING OR AFTER
Breadwinner		
Car Maintenance		
Child Care/Parenting (feeding, bathing, etc.)		
Cleaning House		
Laundry		
Meal Preparation		
Paying Bills		
Pet Care		
Records/Correspondence		
Yard Work		
Others:		

Reprinted from *Career Smart: Curriculum Guide for Making Smart & Healthy Decisions*, April, 1987, with permission of the Minnesota Curriculum Services Center.

Suggested Discussion Questions:

- Which roles did you lose during or after the transition? Which did you gain?
- How did the role shift occur? Was there any tension?
- Was it difficult to "give up" any of your roles? Why?
- How did you learn your new role?

Who Am I?

Directions:

1. Write down ten roles or identities which you presently assume/portray in your life. (I am a neighbor, I am a father, I am a job seeker.)
2. Mark the appropriate column(s) for each role, on the right.
3. Transfer the ten present roles statements to index cards, one statement on each card.
4. Arrange your cards in descending order from the most important role in your life to the least important.
5. Choose three cards to discard (along with that role).

	A. How do you feel?		B. Was the role	
Present Roles	+ Positive	- Negative	Chosen?	Imposed?
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Reprinted from *Career Smart: Curriculum Guide for Making Smart & Healthy Decisions*, April, 1987, with permission of the Minnesota Curriculum Services Center.

Competency 11.0

Skills to make career transitions.

Indicator 11.02

Describe strategies to use during transitions (e.g., networks, stress management).

Indicator 11.02: Students will be able to describe strategies to use during transitions (e.g., networks, stress management).

Time: Thirty minutes

Content	Instructional Strategies	Instructional Resources
Delaying gratification	Workbook	Delaying Gratification, Career Choices, pp. 274-275
Facing fears and anxieties	Workbook	Facing Fears and Anxieties, Career Choices, pp. 276-277
		• Getting Support for Change, Changes, p. 160 • Physical and Emotional Energy for Change, Changes, pp. 161-167
Transition challenges and strategies to use • Networking • Stress management • Budgeting	Brainstorm ideas with group on flipchart Two columns: • Transition challenges • Transition strategies	Flipchart
Stress management techniques	Review stress management, Indicator 2.02	

Competency 11.0

Skills to make career transitions.

Indicator 11.03

Describe skills needed for self-employment (e.g., developing a business plan, determining marketing strategies, developing sources of capital).

Indicator 11.03: Students will be able to describe skills needed for self-employment (e.g., developing a business plan, determining marketing strategies, developing sources of capital).

Time: One hour

Content	Instructional Strategies	Instructional Resources
Self-employment assessment	Activity for out of class work	• The Entrepreneur's Quiz • Analysis for the Entrepreneur's Quiz
	Workbook	Employee or Employer? Career Choices, pp. 138-139
Skills needed to operate a small business	Speaker(s) presentations from Small Business Association and/or small business owners in community	Presentation(s)
	Activity for out of class work	Strengths Needed to Operate a Small Business
Checklist for owning and managing own business	Activity for out of class work	• Checklist for Going Into Business • Worksheet #1-3
	Computer-assisted instruction.	**WCIS Resources:** • Working for Yourself.

Page 2 of:
Indicator 11.03: Students will be able to describe skills needed for self-employment (e.g., developing a business plan, determining marketing strategies, developing sources of capital).

Content	Instructional Strategies	Instructional Resources
Self-employment skills:		Vocational Studies Center: • Achieving Success in Small Business. • 35 business-specific modules. • Getting Down to Business.

The Entrepreneur's Quiz

Entrepreneurs apply their talents in a wide variety of ways, but many seem to have some personality traits in common.

The Entrepreneur's Quiz can help you learn more about entrepreneurs ad perhaps more about yourself. It is not a scientific test and it does not predict business success since there is no single set of characteristics that accurately describes all entrepreneurs. Some businesses require personality traits that others may not.

The entrepreneurial quiz and profile were developed from a series of questionnaire analyses performed by the Center for Entrepreneurial Management, Inc. in New York City. The Center is a membership association of entrepreneurial managers.

The Entrepreneur's Quiz

1. **How were your parents employed?**

   a. Both worked and were self-employed for most of their working lives.
   b. Both worked and were self-employed for some part of their working lives.
   c. One parent war self-employed for most of his or her working life.
   d. One parent was self-employed at some point in his or her working life.
   e. Neither parent was ever self-employed.

2. **Have you ever been fired from a job?**

   a. Yes, more than once.
   b. Yes, once.
   c. No.

3. **Are you an immigrant, or were your parents or grandparents immigrants?**

   a. I was born outside of the United States.
   b. One or both of my parents were born outside of the United States.
   c. At least one of my grandparents was born outside of the United States.
   d. Does not apply.

4. **Your work career has been:**

   a. Primarily in small business (under 100 employees).
   b. Primarily in medium-sized business (100-500 employees).
   c. Primarily in big business (over 500 employees).

5. **Did you operate any businesses before you were twenty?**

   a. Many.
   b. A few.
   c. None.

6. **What is your present age?**

   (If you are under 21, mark answer a.)
   a. 21-30.
   b. 31-40.
   c. 41-50.
   d. 51 or over.

7. **You are the __________ child in the family.**

   a. Oldest.
   b. Middle.
   c. Youngest.
   d. Other.

8. **You are:**

   a. Married.
   b. Divorced.
   c. Single.

9. **Your highest level of formal education (that you have or would be willing to complete) is:**

   a. Some high school.
   b. High school diploma.
   c. Bachelor's degree.
   d. Master's degree.
   e. Doctor's degree.

10. **What is your primary motivation in starting a business?**

   a. To make money.
   b. I don't like working for someone else.
   c. To be famous.
   d. As an outlet for excess energy.

11. Your relationship to the parent who provided most of the family's income was:

a. Strained.
b. Comfortable.
c. Competitive.
d. Non-existent.

12. If you could choose between working hard and working smart, you would:

a. Work hard.
b. Work smart.
c. Both.

13. On whom do you rely for critical management advice?

a. Internal management teams.
b. External management professionals.
c. External financial professionals.
d. No one except myself.

14. If you were at the racetrack, which of these would you bet on?

a. The daily double--a chance to make a killing.
b. A 10-to-1 shot.
c. A 3-to-1 shot.
d. The 2-to-1 favorite.

15. The only ingredient that is both necessary and sufficient for starting a business is:

a. Money.
b. Customers.
c. An idea or product.
d. Motivation and hard work.

16.If you were an advanced tennis player and had a chance to play a top pro like Jimmy Connors, you would:

a. Turn it down because he could easily beat you.
b. Accept the challenge, but not bet any money on it.
c. Bet a week's pay that you would win.
d. Get odds, bet a fortune, and try for an upset.

17. You tend to 'fall in love' too quickly with:

a. New product ideas.
b. New employees.
c. New manufacturing ideas.
d. New financial plans.
e. All of the above.

18. Which of the following personality types is best suited to be your right-hand person?

a. Bright and energetic.
b. Bright and lazy.
c. Dumb and energetic.

19. You accomplish tasks better because:

a. You are always on time.
b. You are super-organized.
c. You keep good records.

20. You hate to discuss:

a. Problems involving employees.
b. Signing expense accounts.
c. New management practices.
d. The future of the business.

21. Given a choice, you would prefer:

a. Rolling dice with a 1-in-3 chance of winning.
b. Working on a problem with a 1-in-3 chance of solving it in the allocated time.

22. If you could choose between the following competitive professions, it would be:

a. Professional golf.
b. Sales.
c. Personnel counseling.
d. Teaching.

23. If you had to choose between working with a partner who is a close friend and working *with a stranger who is an expert in your field,* you would choose:

- a. The close friend.
- b. The expert.

24. You enjoy being with people:

- a. When you have something meaningful to do.
- b. When you can do something new and different.
- c. Even when you have nothing planned.

25. In business situations that demand action, clarifying who is in charge will help produce results.

- a. Agree.
- b. Agree, with reservations.
- c. Disagree.

26. In playing a competitive game, you are concerned with:

- a. How well you play.
- b. Winning or losing.
- c. Both of the above.
- d. Neither of the above.

Scoring
The Entrepreneur's Quiz

1) a=10
b=5
c=5
d=2
e=0

2) a=10
b=7
c=0

3) a=5
b=4
c=3
d=0

4) a=10
b=5
c=0

5) a=10
b=7
c=0

6) a=8
b=10
c=5
d=2

7) a=15
b=2
c=0
d=0

8) a=10
b=2
c=2

9) a=2
b=3
c=10
d=8
e=4

10) a=0
b=15
c=0
d=0

11) a=10
b=5
c=10
d=5

12) a=0
b=5
c=10

13) a=0
b=10
c=0
d=5

14) a=0
b=2
c=10
d=3

15) a=0
b=10
c=0
d=0

16) a=0
b=10
c=3
d=0

17) a=5
b=5
c=5
d=5
e=15

18) a=2
b=10
c=0

19) a=5
b=15
c=5

20) a=8
b=10
c=0
d=0

21) a=0
b=15

22) a=3
b=10
c=0
d=0

23) a=0
b=10

24) a=3
b=3
c=10

25) a=10
b=2
c=0

26) a=8
b=10
c=15
d=0

This scoring is weighted to determine your Entrepreneurial Profile.

Reprinted from *Working for Yourself: Career Planning Information*, 1988 by permission of Joseph R. Mancuso, The Center for Entrepreneurial Management, New York, NY.

Analysis For The Entrepreneur's Quiz

The percentages reflect the answers given by the 2,500 members of the Center for Entrepreneurial Management, Inc.

1. **How were your parents employed?**

a.	Both worked and were self-employed for most of their working lives.	4%
b.	Both worked and were self-employed for some part of their working lives.	10%
c.	One parent was self-employed for most of his or her working life.	36%
d.	One parent was self-employed at some point in his or her working life.	16%
e.	Neither parent was ever self-employed.	34%

The independent way of life is not so much genetic as it is learned, and the first school for any entrepreneur is the home. More than a third of our respondents came from homes where one parent had been self-employed for most of his or her working life, and two-thirds came from homes where a parent had tried to go it alone in business at least once.

2. **Have you ever been fired from a job?**

a.	Yes, more than once.	17%
b.	Yes, once.	34%
c.	No.	49%

This question is tricky because the independent-thinking entrepreneur will very often quit a job instead of waiting around to get fired. However, the dynamics of the situation are the same; the impasse results from the entrepreneur's brashness and most compulsive need to be right. Steven Jobs and Steven Wozniak went ahead with Apple Computer when their project was rejected by their respective employers, Atari and Hewlett-Packard. And when Thomas Watson was fired by National Cash register in 1913, he joined up with the Computer-Tabulating-Recording Company and ran it until his death in 1956. He also changed the company's name to IBM. The need to be right very often turns rejection into courage and courage into authority.

Reprinted from *Working for Yourself: Career Planning Information*, 1988 by permission of Joseph R. Mancuso, The Center for Entrepreneurial Management, New York, NY.

3. Are you an immigrant, or were your parents or grandparents immigrants?

a. I was born outside of the United States.	7%
b. One or both of my parents were born outside of the United States.	10%
c. At least one of my grandparents was born outside of the United States.	36%
d. Does not apply.	47%

America is still the land of opportunity and a hotbed for entrepreneurship. The displaced people who arrive on our shores (and at our airports) every day, be they Cuban, Korean, or Vietnamese, can still turn hard work and enthusiasm into successful business enterprises. Our surveys have shown that, though it is far from a necessary ingredient for entrepreneurship, the need to succeed is often greater among those whose backgrounds contain an extra struggle to fit into society.

4. Your work career has been:

a. Primarily in small business (under 100 employees).	62%
b. Primarily in medium-sized business (100-500 employees).	15%
c. Primarily in big business (over 500 employees).	23%

Small business management isn't just a scaled-down version of big business management. The skills needed to run a big business are quite different from those needed to orchestrate an entrepreneurial venture. While the professional manager is skilled at protecting resources, the entrepreneurial manager is skilled at creating them. Entrepreneurs are at their best when they can still control all aspects of their companies. That's why so many successful entrepreneurs have been kicked out of the top spot when their companies outgrew their talents. Of course, that isn't always a tragedy. For many, it offers the opportunity (and the capital) to start all over again.

5. Did you operate any businesses before you were twenty?

a. Many.	24%
b. A few.	49%
c. None.	27%

The enterprising adult first appears as the enterprising child. Coin and stamp collecting, mowing lawns, shoveling snow, promoting dances and rock concerts are all common examples of early business ventures. The paper route of today could be the Federal Express of tomorrow.

6. **What is your present age?**

a. 21-30.	18%
b. 31-40.	38%
c. 41-50.	26%
d. 51 or over.	18%

The average age of entrepreneurs has been steadily shifting downward since the late fifties and early sixties when it was found to be between 40 and 45. Our data puts the highest concentration of entrepreneurs in their thirties, but people such as Jobs and Wozniak of Apple Computer, Ed DeCastro and Herb Richman of Data General, and Fred Smith of Federal Express all got their businesses off the ground while they were still in their twenties. We look for the average age to stabilize around 30.

7. **You are the ___________ child in the family.**

a. Oldest.	59%
b. Middle	19%
c. Youngest.	19%
d. Other.	3%

There is no doubt about this answer. All studies agree that entrepreneurs are most commonly the oldest child in their families. With an average of 2.5 children per American family, the chances of being a first child are about 40 percent. However, entrepreneurs tend to be oldest children nearly 60 percent of the time.

8. **You are:**

a. Married.	76%
b. Divorced.	14%
c. Single.	10%

Our research concluded that the vast majority of entrepreneurs are married. But then, most men in their thirties are married, so this alone is not a significant finding. However, follow-up studies showed that most successful entrepreneurs have exceptionally supportive wives. (While our results did not provide conclusive results on female entrepreneurs, we suspect that their husbands would have to be doubly supportive.) A supportive mate provides the love and stability necessary to balance the insecurity and stress of the job. A strained marriage, the pressures of a divorce, or a strained love life will simply add too much pressure to an already strained business life.

9. Your highest level of formal education is:

a. Some high school.	1%
b. High school diploma.	17%
c. Bachelor's degree.	43%
d. Master's degree.	30%
e. Doctor's degree.	9%

The question of formal education among entrepreneurs has always been controversial. Studies in the fifties and sixties showed that many entrepreneurs had failed to finish high school, let alone college. W. Clement Stone is the classic example. And Polaroid's founder, Edwin Land, has long typified the 'entrepreneur in a hurry' who dropped out of college to get his business off the ground. However, our data conclude that the most common educational lever achieved by entrepreneurs is the bachelor's degree, and the trend seems headed toward the MBA. Just the same, few entrepreneurs have the time or the patience to earn a doctorate. Notable exceptions include Robert Noyce and Gordon Moore of Intel, An Wang of Wang Laboratories, and Robert Collings of Data Terminal Systems.

10. What is your primary motivation in starting a business?

a. To make money.	34%
b. I don't like working for someone else.	56%
c. To be famous.	4%
d. As an outlet for creative energy.	6%

The answer here is pretty conclusive. Entrepreneurs don't like working for anyone but themselves. While money is always a consideration, there are easier ways to make money than by going it alone. More often than not, money is a byproduct (albeit a welcome one) of an entrepreneur's motivation rather than the motivation itself.

11. Your relationship to the parent who provided most of the family's income was:

a. Strained.	29%
b. Comfortable.	53%
c. Competitive.	9%
d. Non-existent.	9%

These results really surprised us because past studies, including our own, have always emphasized the strained or competitive relationship between the entrepreneur and the income-producing parent (usually the father). The entrepreneur has traditionally been out to 'pick up the pieces' for the family or to 'show the old man' while, at the same time, always seeking his grudging praise. However, our latest results show that half of the entrepreneurs we questioned had what they considered comfortable relationships with the income-producing parent. How do we explain this shift? To a large extent, we think it's directly related to the changing ages and educational backgrounds of the new entrepreneurs. The new entrepreneurs are children of the fifties and sixties, not children of the Depression. In most cases they've been afforded the luxury of a college education, not forced to drop out of high school to help support the family. We think that the entrepreneur's innate independence has not come into such dramatic conflict with the father as it might have been in the past. We still feel that a strained or competitive relationship best fits the entrepreneurial profile, though the nature of this relationship is no longer black and white.

12. If you could choose between working hard and working smart, you would:

a. Work hard.	0%
b. Work smart.	47%
c. Both.	53%

The difference between the hard worker and the smart worker is the difference between the hired hand and the boss. What's more, entrepreneurs usually enjoy what they are doing so much that they rarely notice how hare they are really working.

13. On whom do you rely for critical management advice?

a. Internal management teams.	13%
b. External management professionals.	43%
c. External financial professionals.	15%
d. No one except myself.	29%

Entrepreneurs seldom rely on internal people for major policy decisions because employees very often have pet projects to protect or personal axes to grind. What's more, internal management people will seldom offer conflicting opinions on big decisions, and in the end entrepreneurs make the decision on their own. Outside financial sources are also infrequent sounding boards when it comes to big decisions because they simply lack the imagination that characterizes most entrepreneurs. The most noble ambition of most bankers and accountants is to maintain the status quo. When it comes to really critical decisions, entrepreneurs most often rely on outside management consultants and other entrepreneurs. In fact, our follow-up work has shown that outside management professionals have played a role in every successful business we've studied, which wasn't the case when it came to unsuccessful ventures.

14. If you were at the racetrack, which of these would you bet on?

a. The daily double—a chance to make a killing. 22%
b. A 10-to-1 shot. 23%
c. A 3-to-1 shot. 40%
d. The 2-to-1 favorite. 15%

Contrary to popular belief, entrepreneurs are not high risk takers. They tend to set realistic and achievable goals. While they do take risks, these are usually calculated risks. They know their limits, but are willing to bet on their skills. For instance, they'll seldom but lottery tickets or bet on spectator sport, but they are not reluctant to gamble on games involving their own skill such as tennis or golf.

15. The only ingredient that is both necessary and sufficient for starting a business is:

a. Money. 3%
b. Customers. 44%
c. An idea or product. 25%
d. Motivation and hard work. 28%

All businesses begin with orders and orders can only come from customers. You might think you're in business when you've developed a prototype, or after you've raised capital, but bankers and venture capitalists only buy potential. It takes customers to buy a product.

16. If you were an advanced tennis player and had a chance to play a top pro like Jimmy Connors, you would:

a. Turn it down because he could easily beat you. 4%
b. Accept the challenge, but not bet any money on it. 78%
c. Bet a week's pay that you would win. 14%
d. Get odds, bet a fortune, and try for an upset. 4%

This question narrows the focus on the risk-taking concept and the results emphasize what we have already stated: entrepreneurs are not high rollers. What is interesting about this response is that more than three-quarters of our respondents would accept the challenge, not so much on the off-chance of winning, but for the experience; and experience is what entrepreneurs parlay into success.

17. You tend to 'fall in love' too quickly with:

a.	New product ideas.	40%
b.	New employees.	10%
c.	New manufacturing ideas.	4%
d.	New financial plans.	13%
e.	All of the above.	33%

One of the biggest weaknesses that entrepreneurs face is their tendency to 'fall in love' too easily. They go wild over new employees, products, suppliers, machines, methods, and financial plans. Anything new excites them. But these 'love affairs' usually don't last long; many of them are over almost as suddenly as they begin. The problem is that during these affairs, entrepreneurs can quite easily alienate their employees, become stubborn about listening to opposing views, and lose their objectivity.

18. Which of the following personality types is best suited to be your right-hand person?

a.	Bright and energetic.	81%
b.	Bright and lazy.	19%
c.	Dumb and energetic.	0%

The best answer isn't always the right answer. 'Bright and energetic' is the best answer, but 'bright and lazy' is the right answer. But why is that and why do entrepreneurs consistently answer this question wrong? Because the natural inclination is to choose 'bright and energetic' because that describes a personality like your own. But stop and think a minute. You're the boss. Would you be happy, or for that matter efficient, as someone else's right-hand person? Probably not. And you don't want to hire an entrepreneur to do a hired hand's job. That's why the 'bright and lazy' personality bakes the best assistants. They are not out to prove themselves, so they won't be butting heads with the entrepreneur at every turn. and while they are relieved at not having to make critical decisions, they are whizzes when it comes to implementing them. Why? Because, unlike the entrepreneur, they are good at delegating responsibilities. Getting other people to do the work for them is their specialty!

19. You accomplish tasks better because:

a. You are always on time.	24%
b. You are super-organized.	46%
c. You keep good records.	32%

Organization is the key to an entrepreneur's success. This is the fundamental principle on which all entrepreneurial ventures are based. Without it, no other principles matter. Organizational systems may differ, but you'll never find an entrepreneur who's without one. Some keep lists on their desks, always crossing things off from the top and adding to the bottom. Others use notecards, keeping a file in their jacket pockets. And still others will keep notes on scraps of paper, shuffling them from pocket to pocket in an elaborate filing and priority system. But it doesn't matter how you do it, just as long as it works.

20. You hate to discuss:

a. Problems involving employees.	37%
b. Signing expense accounts.	52%
c. New management practices.	8%
d. The future of the business.	3%

The only think entrepreneurs like less than discussing employee problems is discussing petty cash slips and expense accounts. Solving problems is what entrepreneurs do best, but problems involving employees seldom require their intervention, so discussing such problems is just an irritation distraction. Expense accounts are even worse. What entrepreneurs want to know is how much their sales people are selling, not how much they're padding their expense accounts. Unless it's a matter of outright theft, the sales manager should be able to handle it.

21. Given a choice, you would prefer:

a. Rolling dice with a 1-in-3 chance of winning.	8%
b. Working on a problem with a 1-in-3 chance of solving it in the allocated time.	92%

Entrepreneurs are participants, not observers; players, not fans. And to be an entrepreneur is to be an optimist; to believe, that with the right amount of time and the right amount of money, you can do anything. Of course, chance plays a part in anyone's career--being in the right place and the right time; but entrepreneurs have a tendency to make their own chances.

22. **If you could choose between the following competitive professions, it would be:**

a. Professional golf.	15%
b. Sales.	56%
c. Personnel counseling.	8%
d. Teaching.	21%

Sales give instant feedback on your performance; it's the easiest job of all for measuring success. How do personnel counselors or teachers ever know if they are winning or losing? Entrepreneurs need immediate feedback and are always capable of adjusting their strategies in order to win.

23. **If you had to choose between working with a partner who is a close friend and working with a stranger who is an expert in your field, you would choose:**

a. The close friend.	13%
b. The expert.	87%

While friends are important, solving problems is clearly more important. Often the best thing an entrepreneur can do for a friendship is to spare it the extra strain of a working relationship.

24. **You enjoy being with people:**

a. When you have something meaningful to do.	32%
b. When you can do something new and different.	25%
c. Even when you have nothing planned.	43%

Contrary to popular belief, entrepreneurs are not bores. They enjoy people and they enjoy being with people. They are extroverts--doers. To the entrepreneur there is no such thing as 'nothing to do', so not having plans doesn't mean not having anything to do.

25. **In business situations that demand action, clarifying who is in charge will help produce results.**

a. Agree.	66%
b. Agree, with reservations.	27%
c. Disagree.	7%

Everyone knows that a camel is a horse that was designed by a committee, and unless it's clear that one person is in charge, decisions are bound to suffer with a committee mentality.

26. In playing a competitive game, you are concerned with:

a.	How well you play.	19%
b.	Winning or losing.	10%
c.	Both of the above.	66%
d.	Neither of the above.	5%

Vince Lombardi is famous for saying, 'Winning isn't everything, it's the only thing.' But a lesser known quote of his is closer to the entrepreneur's philosophy. Looking back at a season, Lombardi was heard to remark, 'We didn't lose any games last season, we just ran out of time twice.' Entrepreneuring is a competitive game and an entrepreneur has to be prepared to run out of time occasionally. Walt Disney, Henry Ford, and Milton Hershey all experienced bankruptcy before experiencing success. The right answer to this question is 'c', but the best answer is the game itself.

Your Entrepreneurial Profile

235-285	Successful Entrepreneur*
200-234	Entrepreneur
185-199	Latent Entrepreneur
170-184	Potential Entrepreneur
155-169	Borderline Entrepreneur
Below 154	Hired Hand

---

* The average CEM member profile is 239.

Strengths Needed To Operate a Small Business

Directions: Honestly judge whether or not you have the strengths or requirements listed below. **Circle** "yes" or "no" after each item. If you decide you lack a strength or requirement, then decide how you will acquire it. Write your "solution" in the space to the right. If you need more space, write on back side.

Strength/Requirement	Do you have it now?	If "no," how will you get it?
1. **Need/Demand for product or service** . . . that will give you enough sales to make a profit?	Yes No	
2. **Training . . . or Experience** in your type of business?	Yes No	
3. **Capital** (Money . . Property . . Sweat . . Subsidy) enough to get started with out borrowing . . . or to permit you to borrow.	Yes No	
4. **Motivation** (Hunger) . . . the strong **desire** to "see it through" suffering hard times.	Yes No	
5. **Location** . . . convenient to customers at affordable cost.	Yes No	
6. **Bookkeeping** . . . knowledge and ability to keep financial records of your business.	Yes No	
7. **Records** . . . knowledge and ability to keep assorted records (receivables, payables, insurance, payroll, etc.)	Yes No	
8. **Management** . . . ability to plan . . make decisions . . select qualified helpers . . . and delegate and supervise jobs.	Yes No	

Reprinted from "From Homemaking to Entrepreneurship: A Readiness Training Program," 1985, U.S. Department of Labor, Office of the Secretary, Women's Bureau.

Checklist for Going Into Business

Summary

Thinking of owning and managing your own business? It's a good idea -- provided you know what it takes and have what it takes.

Starting a business is risky at best; but your chances of making it go will be better if you understand the problems you'll meet and work out as many of them as you can before you start.

Here are some questions and worksheets to help you think through what you need to know and do. Check each question if the answer is **yes**. Where the answer is **no**, you have some work to do.

Before You Start

How about you?

Are you the kind of person who can get a business started and make it go? (Before you answer this question, use worksheet number 1.) ________

Think about *why* you want to own your own business. Do you want to badly enough to keep you working long hours without knowing how much money you'll end up with? ________

Have you worked in a business like the one you want to start? ________

Have you worked for someone else as a foreman or manager? ________

Have you had any business training in school? ________

Have you saved any money? ________

How about the money?

Do you know how much money you will need to get you business started? (Use worksheets 2 and 3 to figure this out.) ________

Have you counted up how much money of your own you can put into the business? ________

Do you know how much credit you can get from your suppliers -- the people you will buy from? ________

Reprinted from *Checklist for Going Into Business*, U.S. Small Business Administration, Management Assistance Support Services.

Do you know where you can borrow the rest of the money you need to start your business? ________

Have you figured out what net income per year you expect to get from the business? ________

Count your salary and your profit on the money you put into the business. ________

Can you live on less than this so that you can use some of it to help your business grow? ________

Have you talked to a banker about your plans? ________

How about a partner?

If you need a partner with money or knowhow that you don't have, do you know someone who will fit -- someone you can get along with? ________

Do you know the good and bad points about going it alone, having a partner, and incorporating your business? ________

Have you talked to a lawyer about it? ________

How about your customers?

Do most businesses in your community seem to be doing well? ________

Have you tried to find out whether stores like the one you want to open are doing well in your community and in the rest of the country? ________

Do you know what kind of people will want to buy what you plan to sell? ________

Do people like to live in the area where you want to open your store? ________

Do they need a store like yours? ________

If not, have you though about opening a different kind of store or going to another neighborhood? ________

Getting Started

Your building

Have you found a good building for your store? ________

Will you have enough room when your business gets bigger? ________

Can you fix the building the way you want it without spending too much money? ________

Can people get to it easily from parking spaces, bus stops, or their homes? ________

Have you had a lawyer check the lease and zoning? ________

Equipment and supplies

Do you know just what equipment and supplies you need and how much they will cost? (Worksheet 3 and the lists you make for it should show this.) ________

Can you save some money by buying second-hand equipment? ________

Your merchandise

Have you decided what things you will sell? ________

Do you know how much or how many of each you will buy to open your store with? ________

Have you found suppliers who will sell you what you need at a good price? ________

Have you compared the prices and credit terms of different suppliers? ________

Your records

Have you planned a system of records that will keep track of your income and expenses, what you owe other people, and what other people owe you? ________

Have you worked out a way to keep track of your inventory so that you will always have enough on hand for your customers but not more than you can sell? ________

Have you figured out how to keep your payroll records and take care of tax reports and payments? ________

Do you know what financial statements you should prepare? ________

Do you know an accountant who will help you with your records and financial statements? ________

Your store and the law

Do you know what licenses and permits you need? ________

Do you know what business laws you have to obey? ________

Do you know a lawyer you can go to for advice and for help with legal matters? ________

Protecting your store

Have you made plans for protecting your store against thefts of all kinds -- shoplifting, robbery, burglary, employee stealing? ________

Have you talked with an insurance agent about what kinds of insurance you need? ________

Buying a business someone else has started

Have you made a list of what you like and don't like about buying a business someone else has started? ________

Are you sure you know the real reason why the owner wants to sell this business? ________

Have you compared the cost of buying the business with the cost of starting a new business? ________

Is the stock up to date and in good condition? ________

Is the building in good condition? ________

Will the owner of the building transfer the lease to you? ________

Have you talked with other business owners in the area to see what they think of the business? ________

Have you talked with the company's suppliers? ________

Have you talked with a lawyer about it? ________

Making It Go

Advertising

Have you decided how you will advertise? (Newspapers - posters - handbills - radio - mail?) ________

Do you know where to get help with your ads? ________

Have you watched what other stores do to get people to buy? ________

The prices you charge

Do you know how to figure what you should charge for each item you sell? ________

Do you know what other stores like yours charge? ________

Buying

Do you have a plan for finding out what your customers want? ________

Will you plan for keeping track of your inventory tell you when it is time to order more and how much to order? ________

Do you plan to buy most of your stock from a few suppliers rather that a little from many, so that those you buy from will want to help you succeed?

Selling

Have you decided whether you will have salesclerks or self-service?

Do you know how to get customers to buy?

Have you though about why you like to buy from some salesclerks while others turn you off?

Your employees

If you need to hire someone to help you, do you know where to look?

Do you know what kind of person you need?

Do you have a plan for training your employees?

Credit for customers

Have you decided whether or not to let your customers buy on credit?

Do you know the good and bad points about joining a credit-card plan?

Can you tell a deadbeat from a good credit customer?

A Few Extra Questions

Have you figured out whether or not you could make more money working for someone else?

Does your family go along with your plan to start a business of your own?

Do you know where to find out about new ideas and new products? ________

Do you have a work plan for yourself and your employees? ________

Have you gone to the nearest Small Business Administration office for help with your plans? ________

If you have answered all these questions carefully, you've done some hard work and serious thinking. That's good. But you have probably found some things you still need to think about or do something about.

Do all you can for yourself, but don't hesitate to ask for help from people who can tell you what you need to know. Remember, running a business takes guts! You've got to be able to decide what you need and then go after it.

Good luck!

Worksheet No. 1

Directions: Under each question, check the answer that says what you feel or comes closest to it. Be honest with yourself.

Are you a self-starter?

_____ I do things on my own. Nobody has to tell me to get going.
_____ If someone get me started, I keep going all right.
_____ Easy does it. I don't put myself out until I have to.

How do you feel about other people?

_____ I like people. I can get along with just about anybody.
_____ I have plenty of friends - I don't need anyone else.
_____ Most people irritate me.

Can you lead others?

_____ I can get most people to go along when I start something.
_____ I can give the orders if someone tells me what we should do.
_____ I let someone else get things moving. Then I go along if I feel like it.

Can you take responsibility?

_____ I like to take charge of things and see them through.
_____ I'll take over if I have to, but I'd rather let someone else be responsible.
_____ There's always some eager beaver around wanting to show how smart he is. I say let him.

How good an organizer are you?

_____ I like to have a plan before I start. I'm usually the one to get things lined up when the group wants to do something.
_____ I do all right unless things get too confused. Then I quit.
_____ You get all set and then something comes along and presents too many problems. So I just take things as they come.

How good a worker are you?

_____ I can keep going as long as I need to. I don't mind working hard for something I want.
_____ I'll work hard for while, but when I've had enough, that's it.
_____ I can't see that hard work gets you anywhere.

Reprinted from *Checklist for Going Into Business*, U.S. Small Business Administration, Management Assistance Support Services.

Can you make decisions?

_____ I can make up my mind in a hurry if I have to. It usually turns out O.K., too.
_____ I can if I have plenty of time. If I have to make up my mind fast, I think later I should have decided the other way.
_____ I don't like to be the one who has to decide things.

Can people trust what you say?

_____ You bet they can. I don't say things I don't mean.
_____ I try to be on the level most of the time, but sometimes I just say what's easiest.
_____ Why bother if the other fellow doesn't know the difference?

Can you stick with it?

_____ If I make up my mind to do something, I don't let anything stop me.
_____ I usually finish what I start -- if it goes well.
_____ If it doesn't go right away, I quit. Why beat your brains out?

How good is your health?

_____ I never run down!
_____ I have enough energy for most things I want to do.
_____ I run out of energy sooner that most of my friends seem to.

Now count the checks you made.
How many checks are there beside the first answer to each question? _____
How many checks are there beside the second answer to each question? _____
How many checks are there beside the third answer to each question? _____

If most of your checks are beside the first answers, you probably have what it takes to run a business. If not, you're likely to have more trouble than you can handle by yourself. Better find a partner who is strong on the points you're weak on. If many checks are beside the third answer, not even a good partner will be able to shore you up.

Now go back and answer the first question.

Worksheet No. 2 : Estimated Monthly Expenses

Item	Your estimate of monthly expenses based on sales of $________ per year	Your estimate of how much cash you need to start your business (see column 3)	What to put in column 2 (These figures are typical for one kind of business. You will have to decide how many months to allow for in your business.)
	Column 1	Column 2	Column 3
Salary of owner-manager	$	$	2 times column 1
All other salaries and wages			3 times column 1
Rent			3 times column 1
Advertising			3 times column 1
Delivery expense			3 times column 1
Supplies			3 times column 1
Telephone and telegraph			3 times column 1
Other utilities			3 times column 1
Insurance			Payment required by insurance company
Taxes, including Social Security			4 times column 1
Interest			3 times column 1
Maintenance			3 times column 1
Legal and other professional fees			3 times column 1
Miscellaneous			3 times column 1
Starting Costs You Have to Pay Only Once			Leave column 2 blank
Fixtures and equipment			Fill in worksheet 3 and put the total here
Decorating and remodeling			Talk it over with a contractor
Installation of fixtures and equipment			Talk to suppliers from whom you buy these
Starting inventory			Suppliers will probably help you estimate this
Deposits with public utilities			Find out from utilities companies
Legal and other professional fees			Lawyer, accountant, and so on
Licenses and permits			Find out from city offices what you have to have
Advertising and promotion for opening			Estimate what you'll use
Accounts receivable			What you need to buy more stock until credit customers pay
Cash			For unexpected expenses or losses, special purchases, etc.
Other			Make a separate list and enter total
Total Estimated Cash You Need To Start		$	Add up all the numbers in column 2

Worksheet No. 3

List of Furniture, Fixtures and Equipment

Leave out or add items to suit your business. Use separate sheets to list exactly what you need for each of the items below.	If you plan to pay cash in full, enter the full amount below and in the last column.	If you are going to pay by installments, fill out the columns below. Enter in the last column your downpayment plus at least one installment.			Estimate of the cash you need for furniture, fixtures and equipment
		Price	Down-payment	Amount of each installment	
Counters	$	$	$	$	$
Storage shelves, cabinets					
Display stands, shelves, tables					
Cash register					
Safe					
Window display fixtures					
Special lighting					
Outside sign					
Delivery equipment if needed					
Total Furniture, Fixtures, and Equipment (Enter this figure also in worksheet 2 under "Starting Cost You Have To Pay Only Once.")					$

Competency 11.0

Skills to make career transitions.

Indicator 11.04

Develop an individual career plan, updating information from earlier plans and including short- and long-range decisions.

Indicator 11.04: Students will be able to develop an individual career plan, updating information from earlier plans and including short- and long-range career decisions.

Time: Four hours

Content	Instructional Strategies	Instructional Resources
Career choices: - Pros - Cons - Probability of success	Workbook	Gloria's Chart, Career Choices, pp. 176-177
Educational requirements to achieve short- and long-range career plan	Workbook	Where is it You Want to Go? Writing Your Career Pan, Career Choices, pp. 270-273
Measurable objectives for where you want to go and how to get there	Workbook	- Your Plan, Career Choices, pp. 278-283 - Where is it You Want to Go? Career Choices, pp. 270-273
Putting it all together	Workbook	- The Final Analysis, Coming Alive From Nine to Five: The Career Search Handbook, pp. 169-178 - Putting It All Together: Career Planning, Changes or Challenges, pp. 196-209 - Your Plan, Career Choices, p. 278-283

Page 2 of:
Indicator 11.04: Students will be able to develop an individual career plan, updating information from earlier plans and including short- and long-range career decisions.

Content	Instructional Strategies	Instructional Resources
Personal plan of action	Activities	• Plan of Action • Career Decision-Making Summary and Action Plan • Matchmaking = Goal Setting
Participants meet with mentors from the community with matching careers goals. Mentors should be successful in their careers.	Mentor meetings for out of class work	
	Workbook	**WCIS Resources:** Printed Materials: • Prep Sr, p. 50 • Career options adult career planner

Matchmaking - Goal Setting

You've analyzed both yourself and the job market thoroughly. The final part of the process is putting it all together. This includes evaluating alternatives and setting long and short term goals based on your findings about you and what's out there.

My Future

A. What are my life goals or plans?

B. What are my goals for further personal growth?

C. What are my goals for further training or education?

D. What are my career goals?

E. What goals do I have related to interests, hobbies, and sports?

F. What are my plans and goals related to the people in my life?

Reprinted from *Women In Transition* by permission of Dr. Andrew J. DuBrin, Rochester, New York.

Plan of Action

This is my plan

In order to . . . . (WHAT)

This is the sequence I need to carry out (HOW)

Step one: target date ____________

Step two: target date ____________

Etc. target date ____________

Etc. target date ____________

Etc. target date ____________

FINAL GOAL FOR THIS PLAN . . . . (WHAT)

target date ____________

My reward for completing this plan of action will be . . . .

Reprinted by permission of the Women's Development Center, Waukesha County Technical College, Pewaukee, Wisconsin.

Career Decision Making Summary and Action Plan

1. Top Personal Values:

   __________ __________ __________ __________ __________

2. Top Job Values:

   __________ __________ __________ __________

3. Top Job Needs:

   __________ __________ __________ __________ __________

4. Top Job Wants:

   __________ __________ __________ __________ __________

5. RIASEC Theme (work focus):

   __________ __________ __________

6. Career Clusters:

   __________ __________ __________ __________

7. Personality Profile Functions (middle 2 letters):

   __________ __________

8. Occupational Areas of consistency among assessments (RIASEC, CDM, Personality Profile):

   __________ __________ __________ __________ __________

9. Research Questions:
   - What job titles might be found in those broad occupational areas?
   - What exactly is involved in those jobs?
   - What it the salary range for those jobs?
   - What is the employment outlook for those jobs?
   - What type of training is required for those jobs?
   - Where is the required training offered?
   - Which of those jobs would meet your personal values? Your job values? Your job needs or wants?
   - What kind of time frame are you considering?
   - What other questions do you have?

Reprinted by permission of the Women's Development Center, Waukesha County Technical College, Pewaukee, Wisconsin.